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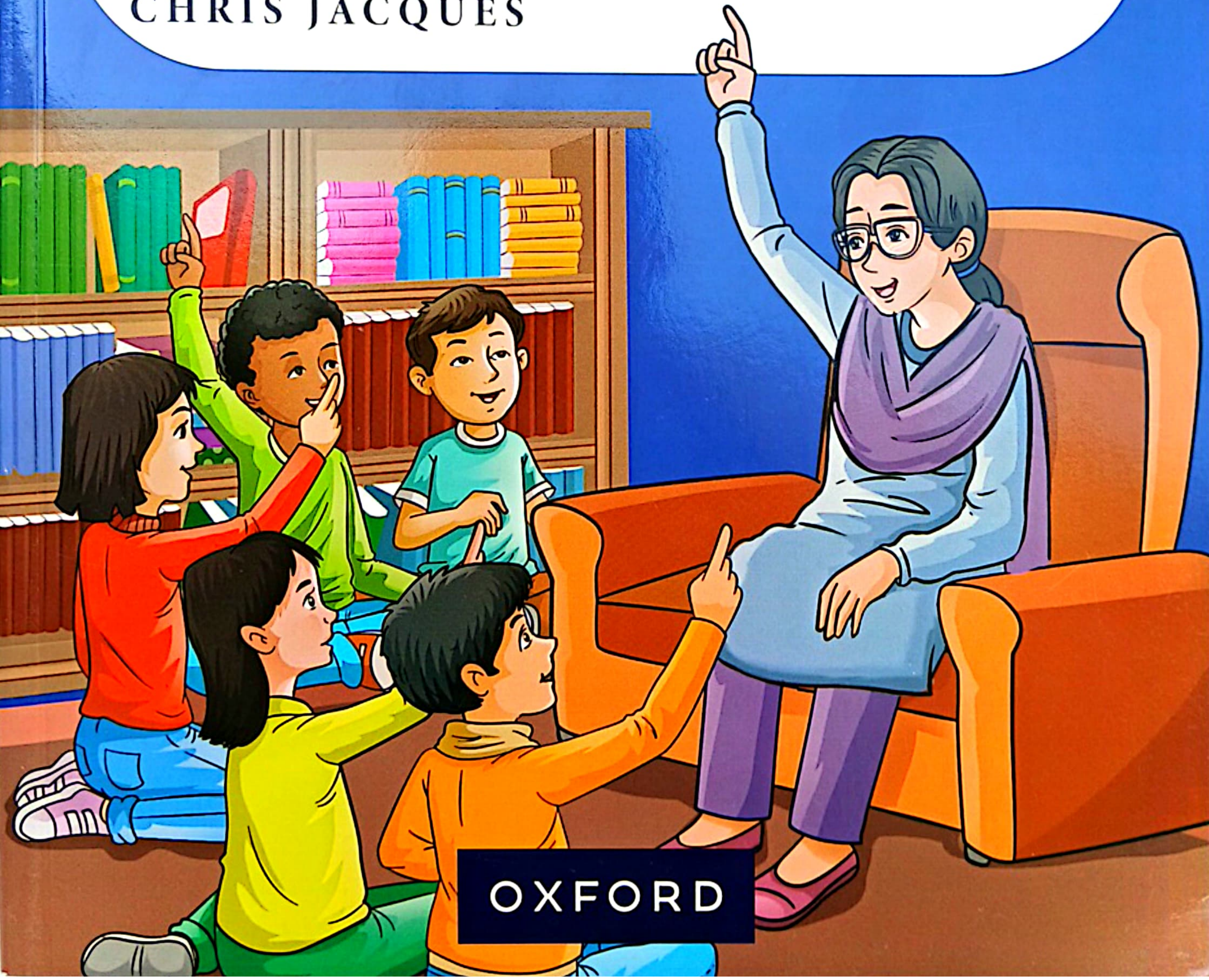
OXFORD PROGRESSIVE ENGLISH

CHRIS JACQUES



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Note: In audio recordings, all units should be identified with the unit's name only (not with unit number).

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NEW FEATURES

1 NEW AND REVISED TEXTS

- 14 new texts
- All others revised and updated

2 LINKS TO THE CURRICULUM OF PAKISTAN

Refers to the latest curriculum of Pakistan through:

- Text types
- Themes
- Competencies and Standards (C1–5)
- Full list of Benchmarks and SLOs in the Teaching Guide

3 VOCABULARY

- Extra new vocabulary for texts, tasks, exercises, and tests

Unit	Text titles	Text types	Themes	Words
	Reading and Critical Thinking Skills (C2 S2)	Reading and Critical Thinking Skills (C2 S1)	Ethical and Social Development (C5)	Lexical Aspects of Language (C3 S1)
2	Meet the Family	Biography; Paragraph	My family	Family members; Parts of the body
3	We Must Find Water!	Adventure story	Environmental education	Building materials
4	Send Me an Email	Personal email; Poem	Self, people, and places	Countries, nationalities; Languages
5	Animal News	Newspaper article; Poem; Story	Nature	Animals; Parts of animals

Redesigned, updated **ARTWORK** for all units	**NEW TECHNOLOGY SYLLABUS** for smartphones, IT, Internet	**FORMATIVE AND SUMMATIVE ASSESSMENT**

Units 6, 11, 16, and 21 are Revision, Test and Extension Units

Unit 20 **(2 pages)**	**Revision (Let's Check)**	**Revision of Units 17–20**
(2 pages)	**Test**	**Units 17–20 (Formative Assessment)**
(2 pages)	**Extension**	**New Reading Comprehension (Fiction / Non-fiction)**
(1 page)	**Extension**	**New Vocabulary and Spelling**
(1 page)	**Extension**	**New Grammar and Punctuation**
(4 pages)	**End-of-Year Test**	**Printed in Teaching Guide (Summative Assessment)**

A Teacher's Introduction to Oxford Progressive English Book 3

This book follows the latest curriculum reform in Pakistan. It consists of sixteen teaching units and four revision, test and extension units. After four teaching units, the **Let's Check section** revises what you have already taught. When your pupils have completed this, they can take the **Test** in silence, without help. Scores can be recorded in the photocopiable *Record of Assessments* at the end of the Teaching Guide. If your class does well on the **Let's Check** section, move on to the **Extension** section. This will extend their language skills. If they have found the test difficult, the **Extension** can be omitted. Instead, re-teach weak areas identified by the Test before moving on to the next unit.

Each **Extension** section contains:

- One Reading Comprehension text, with exercises (double-page spread)
- Vocabulary exercises (not covered elsewhere in Book 3)
- Grammar and Punctuation exercises (not covered elsewhere in Book 3)

At the back, there are scripts for **Listening Exercises** (to be read aloud by the teacher), a **Punctuation** reference guide, a list of **Irregular Verbs,** and a **Dictionary.** Please refer to **Teaching Guide 3** for detailed notes. The link to the **audio-materials** inside the front cover takes you to recordings of the reading texts.

Listen and Speak (Oral Communication Skills: *C1 *S2)

All language work should start with a chat! Talk informally for a few minutes each day, for example, discussing what the children did yesterday and what they are doing today. Before a weekend, a festival, or the school holidays, ask them what they are going to do. Use natural spoken contractions such as *I'm, they're, can't,* etc. when talking.

Talk boxes practise **higher order thinking skills**, for example, discussion, critical thinking, problem solving, inquiry, role play and creativity.

The dialogues in Lesson 1 of the teaching units teach and revise spoken discourse (functions), e.g. offering, accepting, and refusing. It is difficult to communicate appropriately in English without a range of these communicative functions. Some classes will have greater or lesser communicative ability, so adjust your approach accordingly. *Teaching Guide 3* offers practical advice for organizing, monitoring, and correcting communicative activities.

Reciting poetry also helps children to speak expressively and enjoy the 'music of language'. Encourage the children to learn poems by heart and perform them with actions where appropriate. You can locate poems in Book 3 by searching the Contents at the front of the book.

Words (Lexical Aspects of Language: C3 S1)

Lesson 2 of each teaching unit presents and practises new vocabulary. Pictures and examples are used to teach meaning. Practice activities help children to use them. New vocabulary

*C: Competency *S: Standard

is quickly learnt, and quickly forgotten, so revise new vocabulary in a 2-minute burst in the following lesson. Insist on correct pronunciation of new words, paying attention to word-stress, which can affect the meaning. *Teaching Guide 3* provides further advice on explaining the Study Corner.

Some exercises focus on age-appropriate **themes** and **sub-themes**, such as *Famous inventions*, featured in latest curriculum reform in Pakistan. The **Dictionary** at the back of the book teaches children how to find the meanings of new words, using alphabetical order.

Reading and Critical Thinking (C2) **Themes** (Ethical and Social Development: C5)

Discuss all the pictures in the Lesson before you ask children to read the text. Read every text aloud or play the recording 🔊 BEFORE asking the children to read it for themselves. Focus on the **theme** of each text and try to relate it to the lives of your pupils. Please don't ask them to 'read round the class'. This can set incorrect models and be very boring! Children should practise reading aloud individually with you or their parents.

As the children progress through the book, they will read a variety of fiction and non-fiction **text types** (genres). These are detailed in the Contents. Fiction text types in Book 3 include traditional and modern stories, myths, fairy tales, and fantasy. Non-fiction text types include safety instructions, experiments, fact files, recipes, and emails. The texts are linked to all the **themes** and **sub-themes** listed in the latest curriculum and designed to nurture appropriate ethical and social development.

Sentences (C3 S2)

These pages focus on grammar and punctuation, providing practice in the regular sentence structures of English. Always practise the sentences orally before you ask the children to write them and ask the children to use key structures to express their own ideas. Exercises with the notebook icon 📝 should be written in full in children's notebooks. *Teaching Guide 3* provides further advice on explaining the Study Corner.

Writing (C4)

In these exercises, children build on the oral work, vocabulary, text types, themes, grammar, and punctuation that they have explored earlier in the unit. The exercises provide writing frames (such as substitution tables or leader questions) that **scaffold** free writing, enabling children to express their own ideas and experiences. Encourage the more able children to go beyond the writing frames, using their own words.

Handwriting We assume that handwriting will be practised separately.

Note: *Unit one in the revised OPE 1–5 has been developed according to the latest curriculum reforms of Pakistan to include religious content. However, the unit is not compulsory for minority and non-Muslim students, and as such, should not be a part of any class assessments.*

*C: Competency *S: Standard

بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ

In the name of Allah سبحانہ وتعالیٰ,
the Most Gracious, the Most Merciful.

Detailed Contents

Unit	Page	Text titles Reading and critical thinking skills	Themes (C5) Ethical and social development	Sub-themes	Text types (C2 S1) Reading and text type
1	2	**Role Models and Festivals** An Honest, Simple Life	8. Role Models: Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہٖ واصحابہٖ وسلم	• Incidents from the life of Hazrat Muhammad رسول اللہ خاتم النبیین صلی اللہ علیہ وآلہٖ واصحابہٖ وسلم	Description
	3	Independence Day Celebrations	4. Patriotism/National Pride	• Love for Pakistan	Debate
			7. Festivals and cultural events	• Religious/cultural festivals in Pakistan	
	4	Getting on with New Classmates	2. Peaceful co-existence/ peace education	• Making friends	Realistic story
			16. Participatory citizenship	• Respecting human rights	
			12. Education and employment	• Respecting school rules	
	5	Danger Ahead!	8. Role Models	• Heroic deeds of children depicting personal bravery /courage/honesty	Narrative
2	6	Meet the Family	3. Self, people, places, and Globe	• Myself • My family • My home • My village/city	Dialogue (informal; in every unit) Biography; Paragraph
3	12	We Must Find Water!	9. Environmental education	• Knowledge/awareness of immediate natural environment • Conservation of natural resources — water	Adventure story
4	18	Send Me an Email	3. Self, people, places, and Globe	• Myself • My family • My home • My village/city	Personal email; Poem
5	24	Animal News	5. Nature	• Animate/inanimate • Taking care of animals	News report; Poem; Story
			14. Media	• Media as a source of learning and holistic development	
6	30	Revision and Extension: Let's Check			
	32	Test			
	34	Reading: Wow, it's Hot! Wow, it's Cold!	6. Gender equality and equity	• Little boys and girls are equal	Personal emails
			3. Self, people, places, and Globe	• Myself • My family • My home • My village/city	
			12. Education and employment	• Career choices	
			20. Sports	• Local sports	
	36	Extension: Vocabulary and Punctuation			
	37	Extension: Grammar and Punctuation			

Words / Vocabulary (C3 S1) Lexical aspects of language	**Functions (C1 S2)** Conventions of spoken discourse **Sentences (C3 S2)** Formal aspects of language: syntax and grammatical functions	**Writing (C4)** Academic, creative, and transactional writing	**Spelling and Pronunciation (C1 S1)** **Punctuation (C3 S2)** Formal aspects of language: punctuation
Household chores	*-ed* verb endings	Summary	
Independence Day activities			Intonation
Discussing diversity			
Describing acts of courage			
Family members grandfather, grandmother, grandson, granddaughter **Parts of the body:** toe, thumb, nail, eyelid	Discuss plans + *going to* *say / ask / speak / talk* Past tenses in a biography	Sentences about my family	Capital letters Long and short vowels Pronunciation of /o/ in 'donkey' and 'monkey'
Building materials wood, stone, steel, PVC, bricks, glass	Conjunctions: *and, because, but, so* *made of* + materials	Sentence completion	Hard 'c' as in: *-ick -ack -ock*; Commas, full stops, capital letters
Countries, nationalities: Pakistani, Bangladeshi, Afghani, Sri Lankan, Chinese, Nepalese, Iranian, British **Languages:** Urdu, Chinese, Nepali, Sindhi, English, Pashto	Describing national flags Proper nouns Exchange routine courtesies	Sentence completion; Poem about a visit to the seaside	Adjective endings for nationalities: *-ian -ese -ish -i* Add capital letters and punctuation to a poem
Animals: crocodile, elephant, sheep, monkey, deer, snake, tiger, bear, fish, shark **Parts of animals:** tail, trunk, teeth, claws, spots, horns, stripes **Collective nouns** **Possessive pronouns**	Express suggestions + *could* Prepositions of location/direction Describing size, measurement, layout Superlatives (revision)	Parallel writing (story about an animal)	Apostrophe *'s / s'* to show ownership
	Revision and Extension: Let's Check		
	Test	Write an email	
		Write a paragraph about arriving in a new country	
Make adverbs from adjectives	Homophones		Commas, full stops
Common verbs of reporting: *say, tell, speak, ask, answer*	Superlatives		Punctuation, apostrophes, capital letters

Unit	Page	Text titles Reading and critical thinking skills	Themes (C5) Ethical and social development	Sub-themes	Text types (C2 S1) Reading and text type
7	38	Food and Drink	17. Health, personal safety, and drug education	• Healthy foods	Description; Recipe
			1. Ethics and values	• Patience • Tolerance	
			2. Peaceful co-existence/ peace education	• Making friends • Cooperation • Collaboration	
8	44	Houses	3. Self, people, places, and Globe	• My home	Description (story setting)
			1. Ethics and values	• Patience	
9	50	The Four Elements	18. Life skills	• Curiosity and learning • Taking/handling responsibility	Instructional procedure (experiment); Story
			3. Self, people, places, and Globe	• My home	
			9. Environmental education	• Knowledge/awareness of immediate natural environment	
10	56	The Beginning of Fire	18. Life skills	• Taking/handling responsibility	Job advertisement; Play script (historical fiction)
			1. Ethics and values	• Honesty/Truthfulness • Tolerance	
			2. Peaceful co-existence/ peace education	• Sharing	
11	62	Revision and Extension: Let's Check			
	64	Test			
	66	Reading: Healthy Foods	17. Health, personal safety, and drug education	• Healthy food	Fact sheet
			5. Nature	• Fruits/vegetables	
	68	Extension: Vocabulary			
	69	Extension: Grammar and Punctuation			
12	70	Safety First!	15. Crisis awareness and management, Risk reduction	• Avoiding accidents at home and school • Use of First Aid box • Recognizing danger signs/signals	Dialogue (informal) (and in every Unit) Leaflet – Safety in the home; Notice
			17. Health, personal safety, and drug education	• Personal cleanliness and hygiene	
13	76	Poems about People	1. Ethics and values	• Respect for elders • Patience • Honesty	Dialogue (formal) Poems
			2. Peaceful co-existence/ peace education	• Cooperation	
			20. Sports	• Game viewing	
14	82	The Fence	13. Dignity of labour	• Doing small chores	Excerpt (narrative); Diary
			1. Ethics and values	• Honesty • Respect for elders	
			18. Life skills	• Taking responsibility • Good habits	
			2. Peaceful co-existence/ peace education	• Sharing	

Words / Vocabulary (C3 S1) Lexical aspects of language	**Functions (C1 S2)** Conventions of spoken discourse **Sentences (C3 S2)** Formal aspects of language: syntax and grammatical functions	**Writing (C4)** Academic, creative, and transactional writing	**Spelling and Pronunciation (C1 S1)** **Punctuation (C3 S2)** Formal aspects of language: punctuation
Unit nouns piece, slice, bar, jug, bunch, packet, pack, sack **Cooking methods:** fry, grill, boil	Express routine courtesies Offering, accepting, refusing + *will* Plural nouns Questions with subject 'Who?'	Survey questions/ answers with *usually* Write a recipe	Soft *-ce* as in 'ice' and 'space'
Furniture: bedside table, bookcase, chair, desk, bed, wooden chest, bookcase, cupboard **Clothes (Revision)**	Prepositions of place (revision) Adjective order *too/enough* + adjectives	Description of a room Sentences with 'There was/ were…'	Nouns with double vowels / consonants
Uncountable nouns for science: **Earth:** desert, mountain, hill **Air:** bubble, space, balloon **Fire:** bonfire, matches, rocket **Water:** lake, ocean, river	Express offers + *would* Instructions Past simple tense + regular/irregular verbs Irregular plural nouns	Report of a science experiment; Short story	Irregular plural nouns
Cardinal numbers: 50–100 **Ordinal numbers:** 1st–30th	Modal verbs (revision) *can / may / shall / will*	Write the end of a story	Contractions with apostrophe *'s*
	Revision and Extension: Let's Check		
	Test	Write a recipe	
Diets and Portions	Modal verbs 'should/must' for mild obligation	Write a poster	
			Words ending in *-al -el -le -il*
			Change contractions to full forms Punctuation
Electricity socket, plug, flex, switch **Anagrams**	Express instructions + *'Always/Never'* Obligation (revision) *you* (impersonal)	Notice: traffic rules	Commas in conditional sentences
Materials for clothes and shoes cotton, leather, plastic, wool, nylon, rubber **Clothes** (revision) **House fittings** fan, blind, curtains	Express needs *everybody / somebody / anybody / nobody*	Write sentences about a day in your home town Complete a poem	Rhyming phonics for poems
Verbs for senses (transitive) see, hear, taste, touch, smell **Verbs for senses (intransitive)** look, sound, taste, feel, smell	Suggestions (revision) Obligation + *have to / not have to / mustn't* Wh- questions (revision)	Notes for a diary Write a diary	Phonic pattern for *-age: /idj/* Three sound of *ed: /d/, /t/, /id/*

Unit	Page	Text titles Reading and critical thinking skills	Themes (C5) Ethical and social development	Sub-themes	Text types (C2 S1) Reading and text type
15	88	Family Emails	1. Ethics and values	• Respect for elders	Email (narrative); Personal letter
16	94	Revision and Extension: Let's Check			
	96	Test			
	98	Reading: Why Smartphones are Smart	11. Technology	• Famous inventions	Fact sheet
			18. Life skills	• Curiosity and learning	
	100	Extension: Vocabulary			
	101	Extension: Grammar			
17	102	The Invitation	1. Ethics and values	• Respect for elders • Honesty/Truthfulness	Cartoon (traditional tale); Story
			19. Avoiding Social Evils	• Avoiding telling lies • Avoiding tale bearing	
18	108	The Maze	1. Ethics and values	• Bravery	Myth; Description of a monster; Fable
			18. Life skills	• Taking responsibility	
			21. Adventure	• Accepting a challenge for a field trip	
19	114	The Wizard of Oz	3. Self, people, places, and Globe	• Myself • My family	Trailer (fairy tale)
			1. Ethics and values	• Bravery	
			21. Adventure	• Accepting a challenge	
			18. Life skills	• Taking responsibility	
			2. Peaceful co-existence/ peace education	• Making friends	
			10. Travel and transport	• Different modes of transport	
20	120	Life in the Open	5. Nature	• Taking care of animals • Animate/inanimate	Fact-file
			18. Life skills	• Curiosity and learning • Taking responsibility	
21	124	Revision and Extension: Let's Check			
	126	Test			
	128	Reading: What Became of Them?	5. Nature	• Taking care of animals	Poems (Ballad)
	130	Extension: Vocabulary			
	131	Extension: Grammar			
	132	Listening Exercises			
	138	Punctuation			
	140	Irregular verbs			
	141	Dictionary			

	Words / Vocabulary (C3 S1) Lexical aspects of language	**Functions (C1 S2)** Conventions of spoken discourse **Sentences (C3 S2)** Formal aspects of language: syntax and grammatical functions	**Writing (C4)** Academic, creative, and transactional writing	**Spelling and Pronunciation (C1 S1)** **Punctuation (C3 S2)** Formal aspects of language: punctuation
	Adjectives for feelings worried, relaxed, annoyed, pleased, surprised, frightened, sad, excited	Time expressions with/without preposition; *so* + adjective + *that*	Write a story Read and write a personal letter	*Digraphs, trigraphs, silent letters*
		Revision and Extension: Let's Check		
		Test	Write a letter	
	Smartphone features		Edit text messages	
	Verbs			Nouns ending in *-ation -sion -ssion -cian*
		Imperatives + *do / don't / always / never* Questions		
	Plural nouns (invariable) trousers, shoes, sunglasses, jeans, scissors **Plural nouns** chiefs, knives, leaves, loaves, roofs, shelves, wives, wolves	Express offers + *shall* (revision)	Sentence completion Gapped summary	Plural nouns; *Chiefs* versus *leaves*
	Shapes square, rectangle, triangle, circle, semi-circle, oval **Extreme adjectives** huge, tiny, freezing, boiling	Respond to simple instructions and directions Giving reasons in answer to 'Why?' questions Defining relative clauses	Write a description of a monster	Silent letters: *w / b / l / gh*
	Transport coach, motorbike, helicopter, jet, car, minibus, bicycle, jeep	Request permission + *can/can't* Adjective order Past simple	Write sentences about journeys	Adjectives + *-ful*
	Habitats mountain, lake, grassland, desert **Parts of animals** hump, beak, coat, webbed feet	Respond to instructions Present continuous (for future) Purpose clauses + *to* (revision) 'A / The__(singular nouns)' for generalisations about animals Gender nouns	Guided paragraph writing (description)	
		Revision and Extension: Let's Check		
		Test	Write a story of a camping trip	
		both / neither *Homophones* *Structure of a sentence*		
	Adjectives and adverbs (-full / -fully / -less / -lessly)			
		Articles *a / an / the* Irregular past tense forms		

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Student Learning Outcomes

Unit 1

- Use summary skills to provide the missing words in a gapped summary.
- Demonstrate conventions and dynamics of oral interactions in group to: • exchange routine greetings and courtesies • introduce self and others • engage in conversation • take turns • use polite expressions to seek attention • agree/disagree politely • lead and follow • express likes and dislikes • express needs and feelings • express joy, sadness and anger • describe things and objects in surroundings.
- Use post-reading strategies by: • Applying world knowledge and own opinion to the text read. • relating what is read to their own experiences • expressing an understanding of story through pantomime.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions.

Unit 2

- Pronounce long and short vowel sounds in pair of words e.g. /a/ as in ĐbatĐ, /ai/ as in rain, /e/ as in ĐbedĐ and /ee/ as in ĐfeetĐ.
- Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to offer and respond to greetings:• express and show gratitude • express regret • introduce self and talk about family • listen and respond to commands • express likes and dislikes • express needs and feelings express opinions in simple sentences • respond to simple instructions and directions.
- Demonstrate conventions and dynamics of oral interactions in group to: • exchange routine greetings and courtesies • introduce self and others • engage in conversation • take turns • use polite expressions to seek attention • agree/disagree politely • lead and follow • express likes and dislikes • express needs and feelings • express joy, sadness and anger • describe things and objects in surroundings.
- Identify and use appropriate tone and non-verbal cues for different communicative functions.
- Recognize and understand that: • Sentences join to make a paragraph • In a paragraph, sentences join to make sense in relation to each other. • Identify paragraph as larger meaningful unit of expression representing unity of thought.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to: • skim through common graphical features such as pictures and tables in texts to increase understanding • locate/scan specific factual information to answer short questions based on the text.
- Recognize and classify into different categories of, and use more naming, action and describing words, from pictures, signboards, labels, directions (beyond, behind, upward, downward, backward, forward, etc.) in their immediate and extended environment.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Show possession by using the pronouns mine, yours, his, hers, its, ours, theirs after the nouns.
- Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year.
- Revise written work for layout, legibility, and punctuation.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions.

Unit 3

- Recognize and articulate hard and soft sounds of the letters c and g.
- Classify, pronounce and practise long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons.
- Recognise and pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions.
- Recognize and understand that: • Sentences join to make a paragraph • In a paragraph, sentences join to make sense in relation to each other.
- Identify paragraph as larger meaningful unit of expression representing unity of thought.
- Identify and recognize the function of conjunctions (and/ or/ but/ because).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to: • locate/scan specific factual information to answer short questions based on the text.
- Use post-reading strategies by: • Applying world knowledge and own opinion to the text read. • relating what is read to their own experiences • expressing an understanding of story through pantomime.
- Use summary skills to provide the missing words in a gapped summary.
- Recite poems with actions.
- Find out the characters in a story and give brief general comments about them.
- Retell a story in a few simple sentences.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Recognize the function of joining words.
- Use joining words and, or and but to show addition, alternative and contrast within a sentence. Use because to express reason.
- Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year.
- Use punctuation according to the rules learnt earlier. Recognize and use apostrophes to show possessions and exclamation mark to show strong feelings.
- Fill in the missing information to complete a simple paragraph.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures.

Unit 4

- Classify, pronounce and practise long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons.
- Recognise and pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions.
- Identify and articulate words containing digraphs and tri-graphs in initial, middle and final position.
- Read aloud for accurate reproduction of sounds of letters and words.
- Explain simple position on a picture, illustration or a map.
- Use pre-reading strategies to: • Predict some words that might occur in a text by looking at a picture/title.
- Apply while reading strategies to: • locate/scan specific factual information to answer short questions based on the text.

- Use post-reading by: • Applying world knowledge and own opinion to the text read • relating what is read to their own experiences • expressing an understanding of story through pantomime.
- Read simple keys/legends on picture maps.
- Read tables and charts in the classroom.
- Use textual aids such as table of content to locate a particular text.
- Recite poems with actions.
- Find out the characters in a story and give brief general comments about them.
- Retell a story in a few simple sentences.
- Recognize and classify into different categories of, and use more naming, action and describing words, from pictures, signboards, labels, directions (beyond, behind, upward, downward, backward, forward, etc.) in their immediate and extended environment.
- Recognize and generate rhyming strings in writing.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neutral).
- Recognize general naming words as common nouns and particular naming words as proper nouns.
- Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.)
- Recognize doing words as verbs. Use action verbs in speech and writing.
- Recognize that action takes place in time (present, past or future). Tense indicates time of action. Identify and use the structure of simple Present Tense for habitual actions and for timeless and universal statements.
- Complete a simple paragraph using the given words, phrases, and sentences.
- Write a simple guided poem using a list of given rhyming words.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions.
- Students need to be fostered with a sense of peace and social cohesion.

Unit 5

- Identify and recognize the function of pronouns.
- Read familiar words appearing on a variety of reading material such as, advertisements, recipes, captions, etc.
- Use textual aids such as table of content to locate a particular text.
- Recite poems with actions.
- Find out the characters in a story and give brief general comments about them.
- Retell a story in a few simple sentences.
- Recognize and classify into different categories of, and use more naming, action and describing words, from pictures, signboards, labels, directions (beyond, behind, upward, downward, backward, forward, etc.) in their immediate and extended environment.
- Recognize and apply spelling change in plural forms of nouns and regular verb forms.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neutral). Recognize general naming words as common nouns and particular naming words as proper nouns. Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.).
- Recall substitution words learnt earlier.
- Recognize substitution words as pronouns. Identify and use pronouns in sentences.
- Recognise and use words my, your, his, her, its, our, their before nouns to show possession.
- Recognize and use that pronouns agree with their nouns in gender and number.
- Recognize that action takes place in time (present, past or future). Tense indicates time of action. Identify and use the structure of simple Present Tense for habitual actions and for timeless and universal statements.
- Use punctuation according to the rules learnt earlier. Recognize and use apostrophes to show possessions and exclamation mark to show strong feelings.
- Make a list of items (e.g. vocabulary) required for a given task/topic.
- Write simple descriptive and narrative paragraphs.
- Identify the basic elements of a story: • Beginning, middle and end • Characters • Place and time. • Write a guided story using these elements.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, being aware of safety and security measures.

Unit 6

- Recognize, demarcate and pronounce three and four syllable words.
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- Describe events in a picture or an illustration.
- Explain simple position on a picture, illustration or a map.
- Read and use symbols in a picture map.
- Read familiar words appearing on a variety of reading material such as, advertisements, recipes, captions, etc.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety for the following question types: • factual • personal response • interpretive.
- Identify and utilize effective study skills e.g. brainstorm for ideas.
- Read simple keys/legends on picture maps. Read tables and charts in the classroom.
- Recognize and classify into different categories of, and use more naming, action and describing words, from pictures, signboards, labels, directions (beyond, behind, upward, downward, backward, forward, etc.) in their immediate and extended environment.
- Locate, identify, differentiate between, and use some simple pairs of words including homophones.
- Recognize and apply spelling change in plural forms of nouns and regular verb forms.
- Classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neutral). Recognize general naming words as common nouns and particular naming words as proper nouns. Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.).
- Recognize doing words as verbs. Use action verbs in speech and writing.

- Illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their corresponding pronouns (I, we, you, he, she, it, they).
- Identify and make simple sentences with the verbs be, done, do, and have as main verbs. Demonstrate the use of the verb can /cannot to show ability and inability. Identify and use may/may not for seeking or giving permission and prohibition.
- Recognize, articulate and use forms of be, do and have, and forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.
- Illustrate use of some words showing position.
- Illustrate use of words showing positions learnt earlier. Recognise and use words with, in, over, a, from, into and out of.
- Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year.
- Write simple descriptive and narrative paragraphs.
- Use appropriate vocabulary and tense to write a simple guided paragraph by; • giving general physical description of a person/object • narrating an activity from immediate surroundings • writing an expository paragraph explaining a process or procedure • replacing rebus with words to complete a given story • filling in words to change or complete a given story.
- Identify the basic elements of a story: • Beginning, middle and end • Characters • Place and time. • Write a guided story using these elements.
- Revise written work for layout, legibility, and punctuation.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures.

Unit 7

- Classify, pronounce and practise long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons.
- Recognize, demarcate and pronounce three and four syllable words.
- Recognize specific parts of words including common inflectional endings.
- Identify and recognize the function of transitional devices (firstly/secondly/finally, etc.).
- Read and use symbols in a picture map.
- Locate specific information in a calendar (month of the year) or a class timetable (subject and period) by reading across and down.
- Use pre-reading strategies to: • Predict some words that might occur in a text by looking at a picture/title. • Read familiar words appearing on a variety of reading material such as, advertisements, recipes, captions, etc.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to: • locate/scan specific factual information to answer short questions based on the text.
- Identify and utilize effective study skills e.g. brainstorm for ideas.
- Read simple keys/legends on picture maps. Read tables and charts in the classroom.
- Identify the word class of a given word in context.
- Spell some words studied in class both orally and in writing. Take dictation of familiar words studied in class.
- Recognize and apply spelling change in plural forms of nouns and regular verb forms.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Recall changing number of simple naming words by adding and removing ÐsÐ and ÐesÐ. Identify and change the number of nouns by adding ÐiesÐ and ÐesÐ after words ending in y, o, etc.
- Illustrate use of question words learnt earlier. Identify and use question words why, how, who, whose, which, where, etc.
- Recall and recognize that plural nouns do not take the articles a or an.
- Recognize, articulate and use forms of be, do and have, and forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.
- Write multi-syllable words with correct spelling. Write numbers from 50 to 100 in words. Write ordinal numbers Ðfirst to thirtiethÐ in words.
- Make a list of items (e.g. vocabulary) required for a given task/topic.
- Use appropriate vocabulary and tense to write a simple guided paragraph by: • giving general physical description of a person/object • narrating an activity from immediate surroundings
  • writing an expository paragraph explaining a process or procedure • replacing rebus with words to complete a given story
  • filling in words to change or complete a given story.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions.
- Students need to be fostered with a sense of peace and social cohesion.

Unit 8

- Recognise and pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions.
- Recognize ÐstressÐ and ÐintonationÐ patterns and differentiate among them as used in statements and questions.
- Identify and articulate words containing digraphs and tri-graphs in initial, middle and final position.
- Recognize and understand that: • Sentences join to make a paragraph • In a paragraph, sentences join to make sense in relation to each other.
- Identify paragraph as larger meaningful unit of expression representing unity of thought.
- Explain simple position on a picture, illustration or a map.
- Predict what follows in the text using context.
- Use summary skills to provide the missing words in a gapped summary.
- Read simple keys/legends on picture maps. Read tables and charts in the classroom.
- Recite poems with actions.
- Find out the characters in a story and give brief general comments about them.
- Retell a story in a few simple sentences.
- Identify the word class of a given word in context.
- Recognize and use words similar and opposite in meaning.
- Spell some words studied in class both orally and in writing. Take dictation of familiar words studied in class.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Identify describing words as adjectives. Use adjectives of quantity, quality, size, shape and colour. Recognise and use words showing possessions as possessive adjectives, eg. His coat, her bag.
- Illustrate use of some words showing position.
- Illustrate use of words showing positions learnt earlier. Recognise and use words with, in, over, a, from, into and out of.

- Write sentences of their own using correct capitalization, punctuation and spelling. Write with reasonable accuracy, some sentences of their own on a given topics.
- Complete a simple paragraph using the given words, phrases, and sentences.
- Write simple descriptive and narrative paragraphs.

Unit 9

- Recognize and articulate hard and soft sounds of the letters c and g.
- Recognize specific parts of words including common inflectional endings.
- Read aloud for accurate reproduction of sounds of letters and words.
- Use pre-reading strategies to: • Predict some words that might occur in a text by looking at a picture/title.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to: • locate/scan specific factual information to answer short questions based on the text.
- Read simple keys/legends on picture maps. Read tables and charts in the classroom.
- Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to: • express and show gratitude • express regret • express likes, dislikes and opinions in sentences • express needs and feelings • respond to simple instructions and directions.
- Identify the word class of a given word in context.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Identify and differentiate between countable and uncountable nouns.
- Recall changing number of simple naming words by adding and removing ĐsĐ and ĐesĐ. Identify and change the number of nouns by adding ĐiesĐ and ĐesĐ after words ending in y, o, etc.
- Recall and recognize that plural nouns do not take the articles a or an.
- Recognize doing words as verbs. Use action verbs in speech and writing.
- Identify and use the structure of simple Past Tense for completed actions, with or without mention of specific time.
- Write multi-syllable words with correct spelling. Write numbers from 50 to 100 in words. Write ordinal numbers Đfirst to thirtiethĐ in words.
- Fill in the missing information to complete a simple paragraph.
- Make a list of items (e.g. vocabulary) required for a given task/topic.
- Complete a simple paragraph using the given words, phrases, and sentences.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures.
- Students need to be fostered with a sense of peace and social cohesion.

Unit 10

- Recognize and pronounce the weak forms of ĐdoĐ and ĐhaveĐ in contractions.
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- Locate specific information in a calendar (month of the year) or a class timetable (subject and period) by reading across and down.
- Read information in a picture graph and a pie chart.
- Use pre-reading strategies to: • Predict some words that might occur in a text by looking at a picture/title.
- Use critical thinking to respond to the text (post reading) by: • Applying world knowledge and own opinion to the text read • relating what is read to their own experiences • expressing an understanding of story through pantomime.
- Recognize and use words similar and opposite in meaning.
- Identify and make simple sentences with the verbs be, done, do, and have as main verbs. Demonstrate the use of the verb can /cannot to show ability and inability. Identify and use may/may not for seeking or giving permission and prohibition.
- Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year.
- Use punctuation according to the rules learnt earlier. Recognize and use apostrophes to show possessions and exclamation mark to show strong feelings.
- Make simple sentences by using SV (subject and verb) and SVO (subject, verb, object) pattern. Demonstrate use of subject-verb agreement according to person and number.
- Write multi-syllable words with correct spelling. Write numbers from 50 to 100 in words. Write ordinal numbers Đfirst to thirtiethĐ in words.
- Use punctuation according to the rules learnt earlier. Recognize and use apostrophes to show possessions and exclamation mark to show strong feelings.
- Write sentences of their own using correct capitalization, punctuation and spelling. Write with reasonable accuracy, some sentences of their own on a given topics.
- Use punctuation according to the rules learnt earlier. Recognize and use apostrophes to show possessions and exclamation mark to show strong feelings.
- Identify the basic elements of a story: • Beginning, middle and end • Characters • Place and time • Write a guided story using these elements.
- Revise written work for layout, legibility, and punctuation.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, being aware of safety and security measures.

Unit 11

- Identify and use previously learnt and more formulaic expressions of greetings and some routine social courtesies according to the age, gender and status of the addressee.
- Identify and articulate words containing digraphs and tri-graphs in initial, middle and final position.
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- Use pre-reading strategies to: • Predict some words that might occur in a text by looking at a picture/title.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety for the following question types: • factual • personal response • interpretive.
- Spell some words studied in class both orally and in writing. Take dictation of familiar words studied in class.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Identify and differentiate between countable and uncountable nouns.
- Recall substitution words learnt earlier.
- Recognize substitution words as pronouns. Identify and use pronouns in sentences.

- Show possession by using the pronouns mine, yours, his, hers, its, ours, theirs after the nouns.
- Recognize and use that pronouns agree with their nouns in gender and number.
- Illustrate use of question words learnt earlier. Identify and use question words why, how, who, whose, which, where, etc.
- Use punctuation according to the rules learnt earlier. Recognize and use apostrophes to show possessions and exclamation mark to show strong feelings.
- Recognize function of simple wh forms used in questions. Respond to, and ask simple wh questions. Respond to, and ask simple questions starting with verbs e.g. is, am, are, was, were.
- Write multi-syllable words with correct spelling. Write numbers from 50 to 100 in words. Write ordinal numbers Ðfirst to thirtiethÐ in words.
- Use punctuation according to the rules learnt earlier. Recognize and use apostrophes to show possessions and exclamation mark to show strong feelings.
- Write sentences of their own using correct capitalization, punctuation and spelling. Write with reasonable accuracy, some sentences of their own on a given topics.
- Fill in the missing information to complete a simple paragraph.
- Complete a simple paragraph using the given words, phrases, and sentences.
- Use appropriate vocabulary and tense to write a simple guided paragraph by: • giving general physical description of a person/object • narrating an activity from immediate surroundings
  • writing an expository paragraph explaining a process or procedure • replacing rebus with words to complete a given story
  • filling in words to change or complete a given story.
- Read short notes written for selected purposes to write guided short notes of their own to friends and family members.
- Revise written work for layout, legibility, and punctuation.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness.

Unit 12

- Recognize, demarcate and pronounce three and four syllable words.
- Recognize and pronounce the weak forms of ÐdoÐ and ÐhaveÐ in contractions.
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- Identify and recognize the function of transitional devices (firstly/secondly/finally etc.).
- Read and use symbols in a picture map.
- Use pre-reading strategies to: • Predict some words that might occur in a text by looking at a picture/title.
- Read familiar words appearing on a variety of reading material such as, advertisements, recipes, captions, etc.
- Use critical thinking to respond to the text (post reading) by:
  • Applying world knowledge and own opinion to the text read
  • relating what is read to their own experiences • expressing an understanding of story through pantomime.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety for the following question types: • factual • personal response • interpretive.
- Identify and utilize effective study skills e.g. brainstorm for ideas.
- Recognize and use words similar and opposite in meaning.
- Recognize doing words as verbs. Use action verbs in speech and writing.
- Recognize that action takes place in time (present, past or future). Tense indicates time of action. Identify and use the structure of simple Present Tense for habitual actions and for timeless and universal statements.
- Identify and use the structure of simple Past Tense for completed actions, with or without mention of specific time.
- Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year.
- Use punctuation according to the rules learnt earlier. Recognize and use apostrophes to show possessions and exclamation mark to show strong feelings.
- Make simple sentences by using SV (subject and verb) and SVO (subject, verb, object) pattern. Demonstrate use of subject-verb agreement according to person and number.
- Recognize function of simple wh forms used in questions. Respond to, and ask simple wh questions. Respond to, and ask simple questions starting with verbs e.g. is, am, are, was, were.
- Write sentences of their own using correct capitalization, punctuation and spelling. Write with reasonable accuracy, some sentences of their own on a given topics.
- Fill in the missing information to complete a simple paragraph.
- Make a list of items (e.g. vocabulary) required for a given task/topic.
- Complete a simple paragraph using the given words, phrases, and sentences.
- Write simple descriptive and narrative paragraphs.
- Use appropriate vocabulary and tense to write a simple guided paragraph by: • giving general physical description of a person/object • narrating an activity from immediate surroundings
  • writing an expository paragraph explaining a process or procedure • replacing rebus with words to complete a given story
  • filling in words to change or complete a given story.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures.
- Students need to be fostered with a sense of peace and social cohesion.

Unit 13

- Read aloud for accurate reproduction of sounds of letters and words.
- Describe events in a picture or an illustration.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to: • locate/scan specific factual information to answer short questions based on the text
- Use critical thinking to respond to the text (post reading) by:
  • Applying world knowledge and own opinion to the text read
  • relating what is read to their own experiences • expressing an understanding of story through pantomime.
- Recognize and generate rhyming strings in writing.
- Recognize and use words similar and opposite in meaning.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Recognize function of simple wh forms used in questions. Respond to, and ask simple wh questions. Respond to, and ask simple questions starting with verbs e.g. is, am, are, was, were.
- Write sentences of their own using correct capitalization, punctuation and spelling. Write with reasonable accuracy, some sentences of their own on a given topics.
- Make a list of items (e.g. vocabulary) required for a given task/topic.

- Complete a simple paragraph using the given words, phrases, and sentences.
- Write simple descriptive and narrative paragraphs.
- Write a simple guided poem using a list of given rhyming words.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions.
- Students need to be fostered with a sense of peace and social cohesion.

Unit 14

- Recognize and articulate hard and soft sounds of the letters c and g.
- Recognize that ed has three sounds i.e. /d/, /t/, /id/as in looked, danced, and landed.
- Identify and articulate words containing digraphs and tri-graphs in initial, middle and final position.
- Read and use symbols in a picture map.
- Read familiar words appearing on a variety of reading material such as, advertisements, recipes, captions, etc.
- Use critical thinking to respond to the text (post reading) by: • Applying world knowledge and own opinion to the text read • relating what is read to their own experiences • expressing an understanding of story through pantomime.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety for the following question types: • factual • personal response • interpretive.
- Use summary skills to provide the missing words in a gapped summary.
- Use alphabetical order (first and second alphabet to arrange words). Familiarize themselves with a dictionary in preparation for its use.
- Identify and utilize effective study skills e.g. brainstorm for ideas.
- Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to: • express and show gratitude • express regret • express likes, dislikes and opinions in sentences • express needs and feelings • respond to simple instructions and directions.
- Organize vocabulary items learnt in the class according to the selected organizing principles, such as arranging words in alphabetical order and parts of speech.
- Recognize alphabetical arrangement of words as a preparation for glossary or dictionary use.
- Illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their corresponding pronouns (I, we, you, he, she, it, they).
- Identify and make simple sentences with the verbs be, done, do, and have as main verbs. Demonstrate the use of the verb can /cannot to show ability and inability. Identify and use may/may not for seeking or giving permission and prohibition.
- Write multi-syllable words with correct spelling. Write numbers from 50 to 100 in words. Write ordinal numbers Đfirst to thirtiethĐ in words.
- Write sentences of their own using correct capitalization, punctuation and spelling. Write with reasonable accuracy, some sentences of their own on a given topics.
- Make a list of items (e.g. vocabulary) required for a given task/topic.
- Complete a simple paragraph using the given words, phrases, and sentences.
- Write simple descriptive and narrative paragraphs.
- Use appropriate vocabulary and tense to write a simple guided paragraph by; • giving general physical description of a person/object • narrating an activity from immediate surroundings • writing an expository paragraph explaining a process or procedure • replacing rebus with words to complete a given story • filling in words to change or complete a given story.
- Read short notes written for selected purposes to write guided short notes of their own to friends and family members.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions.

Unit 15

- Identify and articulate words containing digraphs and tri-graphs in initial, middle and final position.
- Describe events in a picture or an illustration.
- Explain simple position on a picture, illustration or a map.
- Locate specific simple information in a clock (by half and full hour).
- Use pre-reading strategies to: • Predict some words that might occur in a text by looking at a picture/title.
- Read familiar words appearing on a variety of reading material such as, advertisements, recipes, captions, etc.
- Use alphabetical order (first and second alphabet to arrange words). Familiarize themselves with a dictionary in preparation for its use.
- Organize vocabulary items learnt in the class according to the selected organizing principles, such as arranging words in alphabetical order and parts of speech.
- Recognize alphabetical arrangement of words as a preparation for glossary or dictionary use.
- Identify describing words as adjectives. Use adjectives of quantity, quality, size, shape and colour. Recognise and use words showing possessions as possessive adjectives, eg. His coat, her bag.
- Recognize function of simple wh forms used in questions. Respond to, and ask simple wh questions. Respond to, and ask simple questions starting with verbs e.g. is, am, are, was, were.
- Write multi-syllable words with correct spelling. Write numbers from 50 to 100 in words. Write ordinal numbers Đfirst to thirtiethĐ in words.
- Fill in the missing information to complete a simple paragraph.
- Make a list of items (e.g. vocabulary) required for a given task/topic.
- Complete a simple paragraph using the given words, phrases, and sentences.
- Write simple descriptive and narrative paragraphs.
- Use appropriate vocabulary and tense to write a simple guided paragraph by: • giving general physical description of a person/object • narrating an activity from immediate surroundings • writing an expository paragraph explaining a process or procedure • replacing rebus with words to complete a given story • filling in words to change or complete a given story.
- Identify the basic elements of a story: • Beginning, middle and end • Characters • Place and time. • Write a guided story using these elements.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions.

Unit 16

- Describe events in a picture or an illustration.
- Explain simple position on a picture, illustration or a map.
- Use pre-reading strategies to: • Predict some words that might occur in a text by looking at a picture/title.

- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety for the following question types: • factual • personal response • interpretive.
- Recite poems with actions. Find out the characters in a story and give brief general comments about them. Retell a story in a few simple sentences.
- Recognize doing words as verbs. Use action verbs in speech and writing.
- Illustrate use of different forms of the verb be, do, -ing and have along with their negative forms with their corresponding pronouns (I, we, you, he, she, it, they).
- Identify and make simple sentences with the verbs be, done, do, and have as main verbs. Demonstrate the use of the verb can /cannot to show ability and inability. Identify and use may/may not for seeking or giving permission and prohibition.
- Recognize that action takes place in time (present, past or future). Tense indicates time of action. Identify and use the structure of simple Present Tense for habitual actions and for timeless and universal statements.
- Identify and use the structure of Present Continuous Tense for describing activities and for actions taking place at the time of speaking.
- Identify and use the structure of simple Past Tense for completed actions, with or without mention of specific time.
- Illustrate use of words showing positions learnt earlier. Recognise and use words with, in, over, a, from, into and out of.
- Recognize the function of joining words.
- Use joining words and, or and but to show addition, alternative and contrast within a sentence. Use because to express reason.
- Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year.
- Use punctuation according to the rules learnt earlier. Recognize and use apostrophes to show possessions and exclamation mark to show strong feelings.
- Make simple sentences by using SV (subject and verb) and SVO (subject, verb, object) pattern. Demonstrate use of subject-verb agreement according to person and number.
- Fill in the missing information to complete a simple paragraph.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, being aware of safety and security measures.

Unit 17

- Recognize specific parts of words including common inflectional endings.
- Describe events in a picture or an illustration.
- Explain simple position on a picture, illustration or a map.
- Predict what follows in the text using context.
- Use summary skills to provide the missing words in a gapped summary.
- Use alphabetical order (first and second alphabet to arrange words). Familiarize themselves with a dictionary in preparation for its use.
- Recite poems with actions. Find out the characters in a story and give brief general comments about them. Retell a story in a few simple sentences.
- Organize vocabulary items learnt in the class according to the selected organizing principles, such as arranging words in alphabetical order and parts of speech.
- Recognize alphabetical arrangement of words as a preparation for glossary or dictionary use.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Recall changing number of simple naming words by adding and removing ĐsĐ and ĐesĐ. Identify and change the number of nouns by adding ĐiesĐ and ĐesĐ after words ending in y, o, etc.
- Change the number of irregular nouns.
- Recognize and use that pronouns agree with their nouns in gender and number.
- Write sentences of their own using correct capitalization, punctuation and spelling. Write with reasonable accuracy, some sentences of their own on a given topics.
- Fill in the missing information to complete a simple paragraph.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions.

Unit 18

- Pronounce and spell simple words with silent letters such as ĐwĐ in write and ĐkĐ in know.
- Identify and recognize the function of transitional devices (firstly/ secondly/finally etc.).
- Read information in a picture graph and a pie chart.
- Apply while reading strategies to: • locate/scan specific factual information to answer short questions based on the text.
- Use summary skills to provide the missing words in a gapped summary.
- Recognise and use words my, your, his, her, its, our, their before nouns to show possession.
- Illustrate use of question words learnt earlier. Identify and use question words why, how, who, whose, which, where, etc.
- Recognize function of simple wh forms used in questions. Respond to, and ask simple wh questions. Respond to, and ask simple questions starting with verbs e.g. is, am, are, was, were.
- Write multi-syllable words with correct spelling. Write numbers from 50 to 100 in words. Write ordinal numbers Đfirst to thirtiethĐ in words.
- Write sentences of their own using correct capitalization, punctuation and spelling. Write with reasonable accuracy, some sentences of their own on a given topics.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions.

Unit 19

- Recognize, demarcate and pronounce three and four syllable words.
- Demonstrate conventions and dynamics of oral interactions in group to: • exchange routine greetings and courtesies • introduce self and others • engage in conversation • take turns • use polite expressions to seek attention • agree/disagree politely • lead and follow • express likes and dislikes • express needs and feelings • express joy, sadness and anger • describe things and objects in surroundings.
- Identify and use appropriate tone and non-verbal cues for different communicative functions.
- Describe events in a picture or an illustration.
- Use pre-reading strategies to: • Predict some words that might occur in a text by looking at a picture/title.
- Apply while reading strategies to: • skim through common graphical features such as pictures and tables in texts to increase understanding

- locate/scan specific factual information to answer short questions based on the text • Predict what follows in the text using context.
- Identify and utilize effective study skills e.g. brainstorm for ideas.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Identify and make simple sentences with the verbs be, done, do, and have as main verbs. Demonstrate the use of the verb can /cannot to show ability and inability. Identify and use may/may not for seeking or giving permission and prohibition.
- Recognize that action takes place in time (present, past or future). Tense indicates time of action. Identify and use the structure of simple Present Tense for habitual actions and for timeless and universal statements.
- Identify and use the structure of simple Past Tense for completed actions, with or without mention of specific time.
- Identify describing words as adjectives. Use adjectives of quantity, quality, size, shape and colour. Recognise and use words showing possessions as possessive adjectives, eg. His coat, her bag.
- Recognize function of simple wh forms used in questions. Respond to, and ask simple wh questions. Respond to, and ask simple questions starting with verbs e.g. is, am, are, was, were.
- Write multi-syllable words with correct spelling. Write numbers from 50 to 100 in words. Write ordinal numbers Ðfirst to thirtiethÐ in words.
- Write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and all other religions.

Unit 20

- Identify and use appropriate tone and non-verbal cues for different communicative functions.
- Describe events in a picture or an illustration.
- Use pre-reading strategies to predict some words that might occur in a text by looking at a picture/title.
- Predict what follows in the text using context.
- Use summary skills to provide the missing words in a gapped summary.
- Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment.
- Recognize and use that pronouns agree with their nouns in gender and number.
- Recall and recognize that plural nouns do not take the articles a or an.
- Recognize that action takes place in time (present, past or future). Tense indicates time of action. Identify and use the structure of simple Present Tense for habitual actions and for timeless and universal statements.
- Identify and use the structure of Present Continuous Tense for describing activities and for actions taking place at the time of speaking.
- Write multi-syllable words with correct spelling. Write numbers from 50 to 100 in words. Write ordinal numbers Ðfirst to thirtiethÐ in words.
- Fill in the missing information to complete a simple paragraph.
- Write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness.

Unit 21

- Classify, pronounce and practise long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons.
- Recognise and pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions.
- Recognize and pronounce the weak forms of ÐdoÐ and ÐhaveÐ in contractions.
- Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety for the following question types: • factual • personal response • interpretive.
- Recite poems with actions. Find out the characters in a story and give brief general comments about them. Retell a story in a few simple sentences.
- Change the number of irregular nouns.
- Recall and apply the rules for the use of a, an and the. Choose between a or an as unidentified articles. Identify a or an as articles. Identify and use the definite article ÐtheÐ.
- Recall and recognize that plural nouns do not take the articles a or an.
- Identify and use the structure of Present Continuous Tense for describing activities and for actions taking place at the time of speaking.
- Identify describing words as adjectives. Use adjectives of quantity, quality, size, shape and colour. Recognise and use words showing possessions as possessive adjectives, eg. His coat, her bag.
- Write sentences of their own using correct capitalization, punctuation and spelling. Write with reasonable accuracy, some sentences of their own on a given topics.
- Fill in the missing information to complete a simple paragraph.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness.

Unit 1

Role Models and Festivals

An Honest, Simple Life

Description

A **Before-reading:** Why is honesty important in our lives?

Read the title and guess what the text is about.

In his early years, Hazrat Muhammad رَسُوْلُ اللهِ خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ was a successful merchant yet he lived a simple life.

His wife, Aysha رضی اللہ تعالیٰ عنہا, once said that many months passed when they could not light a fire to cook a meal. 'Instead,' she said, 'we had to take dates and water'. They also had some neighbours in Madinah who gave the family camel-milk from time to time. This example shows us that a family can live a simple life without spending money, time and effort on fancy food.

The family only ate bread that was made from the roughest grains; they never **used** the finest bread-flour.

When Hazrat Muhammad رَسُوْلُ اللهِ خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ left for his heavenly abode, he خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ left next to nothing in terms of worldly materials. This shows that people should not live their lives in order to collect great wealth or palaces or fine clothing.

While-reading

Tick the parts which tell you something new that you did not know before.

He خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ always did little chores alongside other members of the family. He خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ **milked** the goat, **mended** his own clothes, **repaired** his own shoes and **helped** with household duties. Outside the house, he خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ **visited** the poor and the sick. He خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى اٰلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ **helped** his neighbours with farm work and field work when necessary. This shows that everybody's duty is towards other people, one's family and neighbours, and especially towards the poor and the sick.

B **Post-reading: Choose the best words to complete the summary.**

We should all try to lead a simple grand life . It is a good idea not necessary to become richer. The text gives examples of daily fancy house-hold chores. One can only often assist people inside one's home. One's first duty is towards oneself other people.

C **Listen-and-repeat. Pronounce the different sounds of -ed verb endings correctly (printed in bold in the text above).**

Independence Day Celebrations

Debate

Ⓐ **Before-reading:** How do you celebrate Independence Day? Discuss with your class.

Four children are having a debate at school. They are discussing their plans for Independence Day next month (August 14th).

Happy Independence Day

Bushra: Did you hear, Saira? We must brainstorm for ten minutes.
Saira: We mustn't forget to **do a Litter Pick** in the parks and streets. We must do that now.
Bushra: I don't think now is the best time, in my opinion. We should **start the Litter Pick** two days before Independence Day. Nasir, do you want to add something?
Nasir: When should we **decorate the school bus?**
Bushra: We'll do that the day before, not yet.
Fahad: Can I come in here? Shouldn't we **carry photos of some national heroes?**
Nasir: Of course, you're right. We can ask our Head Master for a large photo of one of the Nishan-e-Haider heroes too.
Fahad: I absolutely agree. On Independence Day, we must pay tribute to our country's heroes.
Saira: I think we should **practise patriotic songs** the week before.
Nasir: Agreed! My favourite song is Dil Dil Pakistan!
Saira: Nice idea! That's one of my favourite songs too.
Nasir: I've enjoyed our discussion. I really am looking forward to Independence Day this year!

While-reading

Can you think of a hero who received Nishan-e-Haider?

Ⓑ **Post-reading: Read the children's debate. Tick those activities which happen in your home town.**

Ⓒ **Read the dialogue aloud in groups of four, with intonation.**

Ⓓ **Role-play: Practise a different debate in groups of four. Use phrases from the box instead of the phrases in bold.**

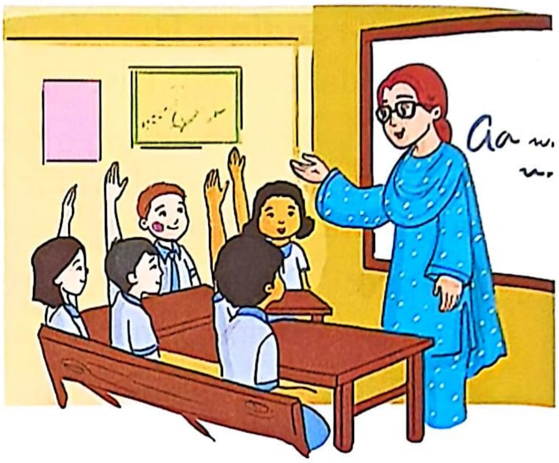
practise marching in straight lines
organise a school art exhibition
put up national flags
carry the school flag and banners

Ⓔ **Discussion: What about you? Which other activities do you do personally? Which activities would you like to do in future?**

Getting on with New Classmates

Realistic story

Ⓐ **Read the first part of the story and answer:** In which ways were the two boys similar? In which way were they different?



My name is Bashir. I first noticed Abdul the day he joined our class. He had a dark red mark on the side of his face. 'He looks horrible,' I thought to myself. That evening I explained it all to my mother, saying, 'I don't want to sit next to Abdul.'

One week later, in the break-time a group of four boys were bullying Abdul and name-calling. 'Strawberry-face!' called out one of them. I ran up to the group to interrupt the bullying, 'Leave my friend Abdul alone. Stop calling him names — he's my friend!'

While-reading

Discuss and predict: Chat with your teacher: What do you think Bashir's mother said? What might happen next?

Next Sunday, my teacher gave the class a lesson about difference and diversity. 'Hands up,' she said, 'all those who don't eat meat or fish. Hands up … all those who mustn't eat any nuts.' Lots of different hands went up in the air. I was surprised how little I knew about my classmates. 'Hands up' the teacher continued, 'those who wear glasses …. Right-handed children … left-handed children. Look at me! My grandfather came from north-west Pakistan. That's why I have red hair and freckles. There's nothing 'wrong' with me, or with any of you. Now let's clap everybody who is different!'

Two weeks later, I said to my mother after school, 'Look, Mama! I've received an invitation to Abdul's party. Isn't that great? Now I can meet his family!'

Ⓑ **Answer the following questions.**

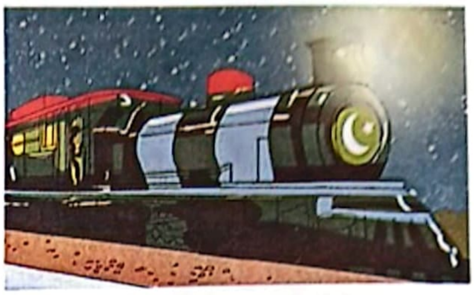
1. Why did the boys bully Abdul?
2. In your opinion, were they – ignorant? / unthinking? / hurtful?
3. Who stopped the bullying? Why?
4. In your opinion, was Abdul happier at the end of the story? Why?

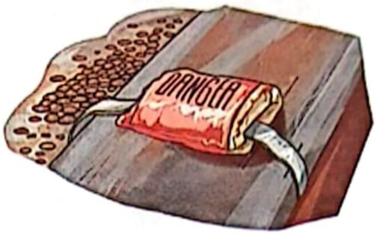
Ⓒ **Discuss the message of peaceful co-existence in this text with your teacher.**

Danger Ahead!

Narrative

A **Before-reading:** Look at the title and pictures and guess what the story is about.





One evening, my father showed me his medal in its box. On it were the words 'Salim Baig. For Courage.'

'One evening when I was fourteen years old,' explained Salim, 'I was at home with your grandfather. He was a railwayman, but he was at home with a broken leg. We lived next to a level crossing. A farmer stopped his truck to call out, 'A landslide has blocked the railway line.'

'Help!' said Grandpa. 'The next train is coming about 7 o'clock, when it will be dark. The train driver won't see that the line is blocked.'

The phone lines were not working because of the storm. Grandpa picked up two packets and a shoulder-bag. 'These are signal detonators, Salim.'

While-reading

What can Salim and grandfather do?

'I know, Baba!' said Salim. 'When the train wheel rolls over the detonator, it makes a loud crack. The driver will hear the detonator and will stop the train.'

Salim took the shoulder-bag and ran up the track. After about one kilometre, he came to the landslide. He ran on for another 500 metres. He knew that trains take a long time to stop. Carefully he placed a detonator on the railway line. Just then, he saw the light of the train. He stood back and watched it pass by. He heard the crack of the detonator. At once, the driver put on the brakes to stop the train. Salim ran down the track towards the train. He was so breathless that he could hardly speak. 'Landslide …. ahead. … line … blocked.'

'So, Baba,' I said, 'by your courage, you prevented a serious accident.'

'I guess so,' he agreed modestly. 'Sometimes, you don't stop to think, you just do what you can.'

B **Ask and answer.**

① If you were Salim, how would you have helped? ② Would you warn the driver even if it was dark and you were afraid? ③ What do you think 'courage' means?

C **In what ways is Salim a role model? Discuss.**

Unit 2

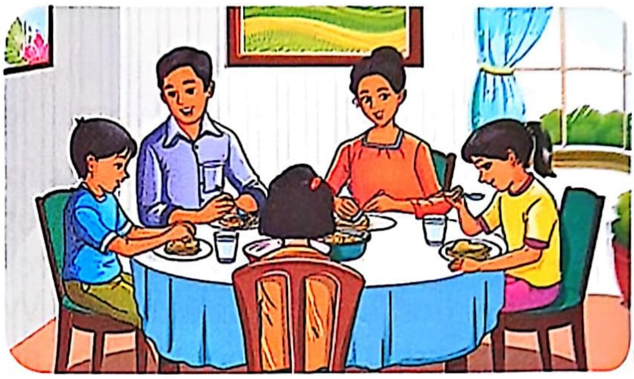
Meet the Family

UNIT 2 Lesson 1 Listen and Speak

Vocabulary	**Grammar**
Family members; Parts of the body	*Past tense*

Ⓐ **Before-reading:** Do you feel excited and happy on weekends? Why?

Read the story.



It's supper time at the Burkis' house in Karachi. Imran, Nadia, and Saira are their children. They want to plan a trip.

Mr Burki is an engineer. Mrs Burki is an artist.

Saira: Are you going to take us to the seaside next weekend?

Mr B: No, I can't. I'm going to Nepal. I'm going to build a bridge in the Himalayas there.

Saira: Are you going alone?

Mr B: No, I'm going with a colleague from work.

Mrs B: The three of you are going to stay with Dadi and Dada for two nights.

Imran: Why? What are you going to do?

Mrs B: I'm going to paint a family picture for a friend who's got three children. It will take up the whole weekend.

Nadia: Can't you come home in the evenings?

Mrs B: No! They live right on the other side of the city, so I'm going to stay with them.

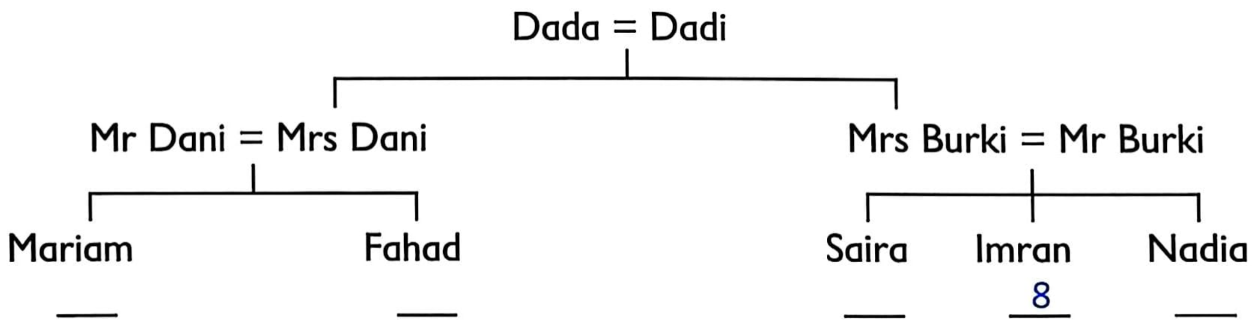
While-reading

Where are Mr and Mrs Burki going next weekend?

Ⓑ **Listen to your teacher's sentences and correct them.**

Example: Mr Burki is going to the seaside next weekend.
No. He's going to Nepal.

Ⓒ **Listen and write the children's ages next to their names.**



Ⓓ **Now tell the class about your brothers and sisters and their ages.**

UNIT 2 Lesson 2 Words: Family members

A **Say these words. Circle the two words with different pronunciation for the letter o.**

brother
Monday
mother
rocket
son
monkey
honey
donkey
nothing
money

B **Look at the family tree in Lesson 1. Use the words in the box to complete the sentences.**

brother
father
uncle
daughter
sister
grandfather
aunt
grandson
mother
grandmother
son
granddaughter

1. Mrs Burki is Mrs Dani's sister.
2. Mr Burki is Fahad's ________.
3. Mrs Dani is Imran's ________.
4. Saira is Dadi's ________.
5. Mrs Burki is Dada's ________.

C **Answer these puzzles.**

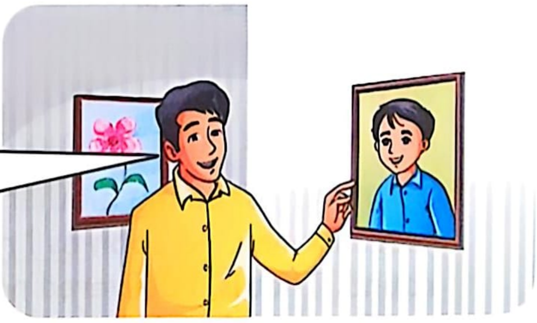
1. 'I am Mariam's mother's sister. My name is Mrs Burki.'
2. 'I am Imran's twin sister. My name is ________.'
3. 'I am Fahad's sister's grandfather. My name is ________.'
4. 'I am Nadia's uncle. My name is ________.'
5. 'I am Mrs Dani's sister's son. My name is ________.'

D **Ask and answer more questions about the Burki and Dani families.**

Example: Who is Fahad's sister?
Mariam.

E **Read the puzzle and answer the question.**

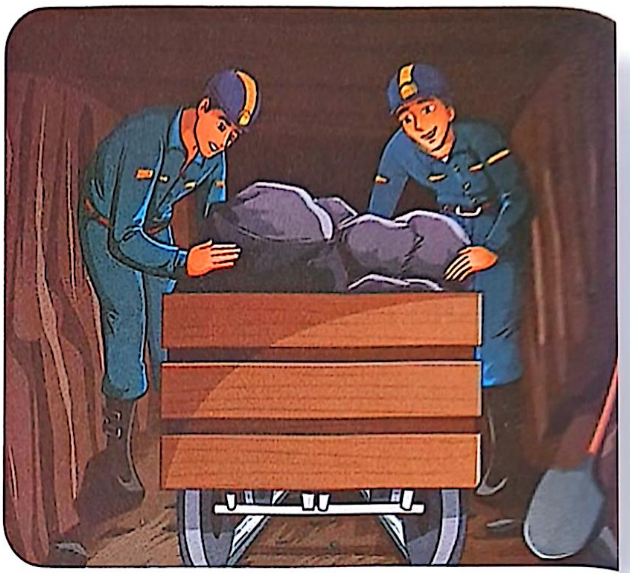
'Brothers and sisters have I none, but that boy's father is my father's son.'



Who is the boy in the portrait on the wall?
Himself? His son? His father?

Answer: The boy in the portrait is the speaker's son.

Ⓐ **Before-reading:** Look at the first picture. Where do you think the men are standing? Share with your class.



Granddad was born in 1950 in northern England. His father worked in the **coal mines** as a young man, and as a result, his health was poor and he couldn't work. My great-grandfather died at the age of 47, when grandfather was only eleven. Granddad left school at the age of 14 and began work. Luckily, he was given a job by his uncle, who ran a small **stationery** and printing company.

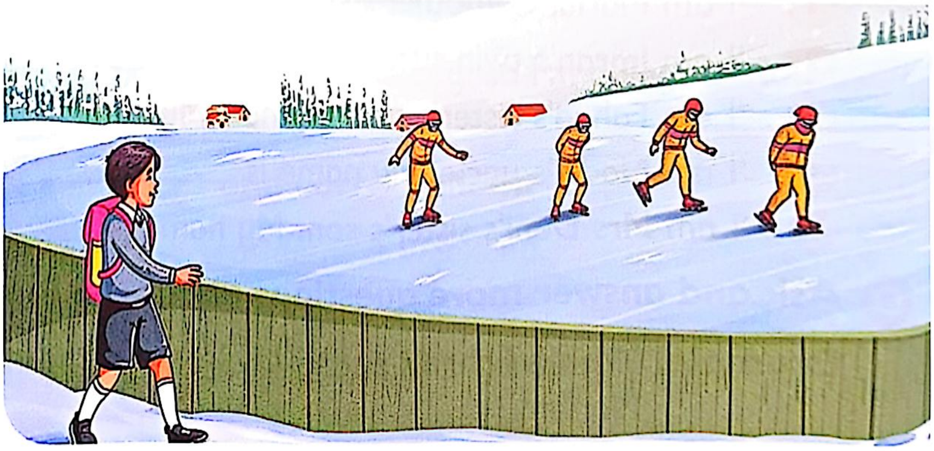
I always knew that Granddad worked hard, because he told me, 'One evening a week, I used to study mathematics and **accountancy.** My uncle was so pleased with my progress that he gave me a full-time job on my eighteenth birthday.'

I often asked him about his school-days, even though I heard the stories many times before.

While-reading

What kind of a person was Granddad? Rich or poor? Hard-working or lazy?

'At break-time, each child had a small glass bottle of free milk. We were often very cold, as we wore short trousers with long socks. In the winter of 1963, the snow stayed on the ground for three months. The lake in the park froze, so some **adventurous** boys put on ice skates and skated on it. I only had one school shirt because my Mum had very little money. If I dirtied my shirt, Mum used to wash it in the evening and I had to put it on in the morning, still **damp**! Brrr!!!'



'I never asked my mother for **pocket-money**, as I knew she didn't have any spare money. As soon as I reached my twelfth birthday, I started a newspaper-round. That is, I delivered newspapers to most of the houses in the six streets near my home, before I went to school. After two years, I saved enough money to buy myself a second-hand bicycle. From then on, I used to do **odd jobs** whenever I could, like washing cars. Sometimes I did jobs **for free.** I regularly did the shopping for my Gran who lived ten minutes' walk away. She never offered me money, but sometimes she gave me a ginger biscuit when I came back from the shops.

Since those days, I've always been careful with money. I'm now the boss of the same printing company where I started work. I employed six people and a young man will start work when he finishes school this summer. And so, life goes on.'

B Post-reading: Write the facts about Granddad's life in your notebook.

1 Born in (year): ________

2 Left school at (age): ________

3 At evening school, studied: ________

4 Part-time jobs: ________

5 Got a full-time job at (age): ________

6 Present job: ________

Did you know?

A **biography** is a description of a person's life.

C Are these sentences true T or false F?

1 Granddad's mother was poor. T

2 Granddad was always cold. ________

3 Granddad never had any money of his own. ________

4 Granddad bought a new bicycle. ________

D Scanning: Find words and phrases in the text that mean the following:

1 places where people dig for coal ________

2 writing materials like envelopes and notebooks ________

3 business numbers and calculations ________

4 if you enjoy doing exciting new things, you are ________

5 slightly wet ________

6 money that parents give to their young children ________

7 part-time jobs ________

8 without asking for money ________

UNIT 2 Lesson 4 Sentences: *say, ask, speak, and talk*

A Read and circle the correct answer.

1. Mr Bate came home at *seven o'clock*. 'Hello everyone!' he [✓ said]/asked .
2. 'Did you have a good *trip*?' Mrs Bate spoke/asked .
3. All the children were speaking/saying *loudly* at the same time.
4. 'Did you bring me *a present* from Egypt?' asked/spoke Dan.
5. 'Was it *hot* in Egypt?' Emma talked/asked .
6. 'Did you see any *camels*?' they asked/spoke .
7. 'Don't say/talk all at once!' asked/said Mrs Bate. 'Let's get *supper* ready. Then you can ask/say Daddy about Egypt.'

B Read the sentences in Ex. A again using the words in the box instead of the words in italics.

8.30 journey very fast some sweets cold elephants dinner

Example: Mr Bate came home at 8.30.

C Write the words in the correct order to make sentences in your notebook. Start each sentence with a capital letter.

1. quietly / was talking / Nadia / to her friend. → Nadia was talking …
2. told / after supper. / a story / Mrs Burki ____________________
3. say hello. / and / must go / We ____________________
4. With / whom / speaking? / are you ____________________
5. quickly. / My aunt / very / speaks ____________________
6. talking / sports. / I like / about ____________________
7. again / slowly. / the phone number / Please say ____________________
8. say anything. / a question / but she did not / I asked her ____________________

D Punctuation. Write the story in your notebook using capital letters.

mrs burki arrived home on monday evening. 'hello, saira!' she said.

'did you have a nice weekend, mama?' saira asked.

'it was hard work,' said mrs burki. 'there were three children and i had to paint all their pictures.'

'how old were the children?' asked saira.

'the oldest was twelve and the youngest was six,' mrs burki answered.

Example: Mrs Burki arrived ...

A **Read about Sandra Bate's family. Then answer the questions in Exercise B.**

We live in Aston. It's in the middle of England. My mother's name is Judy and my father's name is Ed.

My mother is a doctor and works at a hospital in Aston. She looks after sick children. My father is a reporter and works for a national newspaper. He writes reports for it and travels a lot.

I'm eight; my brother Dan is ten, and my sister Emma is six.

I have an e-pal in Karachi. Her name is Saira Burki.

B **Post-reading: Answer the questions in full sentences in your notebook.**

1. Where does Sandra live?
   She lives in Aston.
2. How old is Sandra?
3. Where does Sandra's e-pal live?
4. How old is Sandra's brother?
5. What's her mother's job?
6. What's her mother's name?
7. What's her father's name?
8. What's her father's job?

C **Write at least four sentences about your family in your notebook. Stick in a family photo. You could start like this:**

We live in ______. My mother's name is ______. My father's name is ______.

D **Inquiry: Ask your grandparents about their school-days. Then write a paragraph about them using their answers and these starter sentences.**

My grand __________ was born in __________ [year]. He/She grew up in __________ [place]. He/She left school at the age of __________.

He/She remembers a time when … .

E **Recite the song: The Family.**

We've got five heads, we've got ten ears,
We've got ten feet, we've got fifty toes,
And when we run, we use ten legs.
All the world says, 'What a funny family!'

We've got ten thumbs, we've got forty fingers,
We've got a hundred nails, we've got five noses,
When we eat, we use a hundred teeth.
All the world says, 'What a hungry family!'

When we drink, we open five mouths,
When we read, we use ten eyes.
When we sleep, ten eyelids close.
All the world says, 'What a sleepy family!'

Unit 3

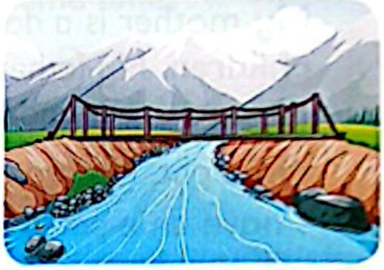
We Must Find Water!

Vocabulary	**Grammar**
Building materials	Conjunctions *made of*

A **Before-reading:** Why is water important for all living things?

Read the dialogue.

Mr Burki is calling Mrs Burki.



While-reading
Where is Mr Burki?

Mrs Burki: How are you?
Mr Burki: I'm fine. I can't talk for long.
Mrs Burki: Are you in the mountains?
Mr Burki: No, my mobile doesn't work in the mountains. I'm in town today.
Mrs Burki: How's the work?
Mr Burki: It's going OK. We're collecting materials for the bridge.
Mrs Burki: What's it made of? Wood?
Mr Burki: No. It's made of stone and steel. What's everyone doing at home?
Mrs Burki: Saira and Imran are doing their homework. Nadia's reading her new book. She doesn't talk, she doesn't sleep. She just reads all the time!
Mr Burki: Say 'Hello' to the children. I must go now.
Mrs Burki: Good luck with the bridge! I hope it doesn't fall down!

B **Read the dialogue again and answer these questions.**

1. Can Mr B use his mobile in the mountains?
2. What is Mr B doing today?
3. What are Saira and Imran doing?
4. What will the bridge be made of?
5. Why doesn't Nadia talk much?

C **Listen and tick ✓ to show where the books are.**

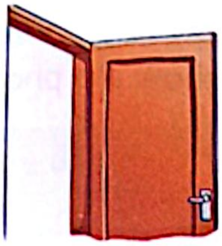
Nadia is in the school library. She wants to borrow a book.

TITLE	IN	OUT	MISSING
The Fisherman	________	________	________
Underground Cities	________	________	________
Space Story	________	________	________
The Wishing Stone	________	________	________

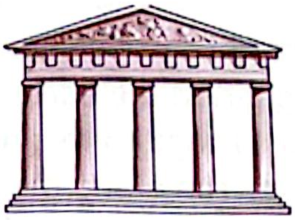
D **Critical thinking: What about you? Answer these questions in class.**

1. What book are you reading this week?
2. What is your favourite book?
3. What kind of books do you prefer—story-books or books with facts?

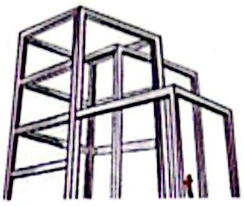
A **Listen to your teacher and point to the building materials. Then listen again and repeat the words.**



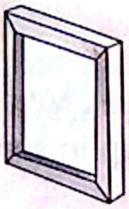
wood



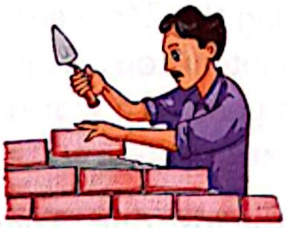
stone



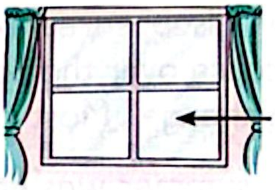
steel



PVC



bricks



glass

B **Use the new words from Ex. A to complete the sentences.**

1 Old bridges are made of stone or wood.
2 Today, long bridges are made of ________.
3 High buildings are made of ________. They aren't made of ________.
4 Farmhouses are usually made of ________.
5 Windows are made of ________, ________ or ________, and glass, of course.
6 A small hen-house is usually made of ________.

C **What about your school?**

Examples: That door is made of wood.
These windows are made of steel and glass.
The school is made of bricks.
This chair is made of PVC.

D **Spelling patterns -ck.**

Find ten words in the word search puzzle.
Write them in three columns.

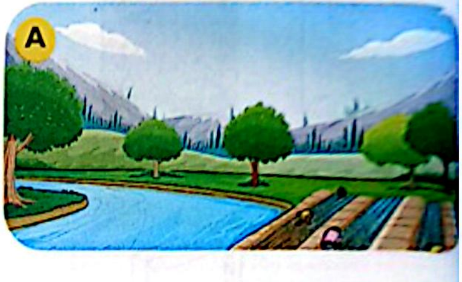
Example: quick

-ick	-ack	-ock

T	R	N	U	M	B	S	I
S	O	C	K	B	B	A	L
Q	C	A	D	P	A	C	E
U	K	Q	A	I	C	K	U
I	J	T	K	C	K	A	L
C	H	I	C	K	E	N	I
K	I	C	K	Z	F	I	C
U	B	K	M	L	O	C	K

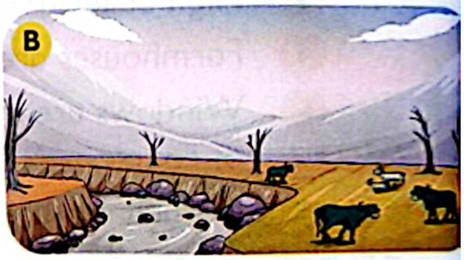
A Before-reading: Have you ever imagined the future of the Earth? How does it look like in your imagination?

8 August 2038



My grandmother grew up in the province of Punjab. She used to show me photos of her home when she was a young girl in the early years of the 21st century. It was so strange to me, as everything was once green and water ran along the **riverbeds**! 'By 2038,' she told me, 'there was very little water in the Indus River. Every year things were getting worse.' I later understood that during the 21st century, the snow disappeared from the mountain-tops. This was because over the past hundred years the world became warmer. We call this 'climate change'. Most of the **glaciers** melted, so the rivers dried up in summer.

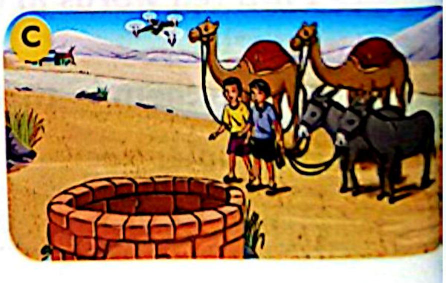
Every summer was hotter than the last one. There was not enough grass for the animals, and not enough food for the local people either. Every family had the same problems, but worst of all was the **shortage** of water, so our family had to leave.



We loaded some things onto our electric jeep and set off to the west across Baluchistan. Crossing the desert was the worst part of our journey, because it was so hot and dusty. We crossed Iran and then went up into the mountains of Northern Iran. There was very little water, even in the hills. We needed to find a **well**, so Baba sent up a **drone** into the sky. The first well that we found was dry, so we continued travelling. We were getting tired and hungry. Every morning, Dad sent up a drone to check the road ahead.

At some point we passed into Turkey. We couldn't recharge our electric jeep anywhere, so we bought four camels and two donkeys from local villagers and travelled with those instead. Even in the hills, the weather was warm, not cold.

One night we heard **howls** in the distance. Were they wild animals or were they thieves? We were frightened. Baba lit some branches of wood and waved them around. In the distance we could see little red eyes. 'Wolves!' exclaimed Baba.

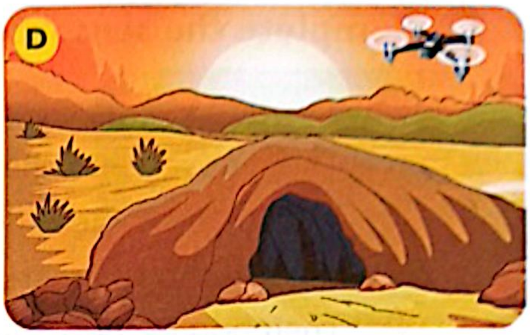


A few weeks later, we saw the entrance of a mysterious tunnel in the hillside. 'Aha!' exclaimed Baba. 'Luckily I had my drone! It helped me find this tunnel.'

We tied our donkeys and camels to some trees on the hillside, then carefully entered the tunnel.

'Why are we going down here?' I asked.

'It is not just a tunnel,' Baba explained. 'This is the entrance to one of many underground cities in this area.'



To be continued…

B Locate: In which picture (A–D) …

1 did they use a drone to find a well? ______

2 was the River Indus full? A

3 did they find a hidden opening in the hillside? ______

4 was there very little food and water in the valley? ______

C Post-reading: Read the story again and answer these questions.

1 Why did the River Indus stop flowing with water?

2 Which was worse—the shortage of food or the shortage of water?

3 How did the family move their things?

4 Why was the overland journey so difficult? (4 reasons)

5 How did they know there were wolves in the mountains?

6 Who in the family knew what they were looking for? How do you know this?

D Complete the sentences in the gapped summary of the story.

Rivers flow along natural ______s. Large masses of ice moving very slowly down the mountainside are called ______s. If there is not enough of something, there is 'a ______'. When you ' ______ ______', you begin a journey. A hole in the ground where you can obtain water is a ______. A ______ is a small machine like a helicopter that can take photos. ______s are loud, high noises made by humans and some animals.

E Role-play: In groups of four, act out one of the scenes (A–D) from the story. Use your own ideas and your own words.

UNIT 3 Lesson 4 Sentences: Conjunctions

A Complete the sentences with the words in the box.

and because but so

1. They moved into the hills because it was too hot in the valley.
2. It is very hot these days, ________ a lot of people live in caves.
3. Usually the summers are dry, ________ sometimes it rains very hard.
4. They bought two camels ________ made cheese from the milk.
5. There were solar panels, ________ they had electric lights underground.
6. We couldn't get a mobile signal, ________ we could use the Wi-Fi.

B Join the pairs of sentences using the conjunctions.

and but so because

1. We planned to travel a long way. We bought two camels.
   We planned to travel a long way, so we bought two camels.
2. We were tired and hungry. We continued walking.
3. Wolves don't like fire. We kept the campfire burning all night.
4. I didn't sleep well. The ground was so hard.
5. Baba thought that the caves would be cool inside. He was right.
6. I screamed loudly. I'm scared of snakes.
7. I like riding on a donkey. My sister prefers riding on a camel.

C Punctuate this passage and choose the correct conjunctions to complete the sentences.

and but so because

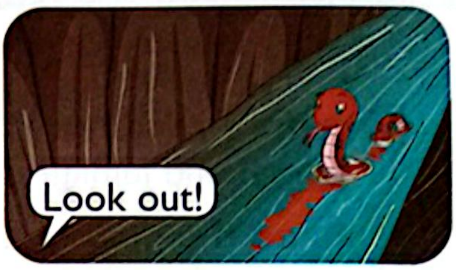
A Sleepless Night.

i wasn't sleeping well ______ i was dreaming about the wolf in the story suddenly i woke up ______ heard a noise outside the house it sounded like the big wolf at first i was afraid ______ i didn't get out of bed i tried to get to sleep again ______ i couldn't then i heard the noise again ______ i got out of bed ______ went to the window i looked out of the window ______ i couldn't see anything then i saw an animal under the trees it wasn't a wolf ______ its tail was longer than a wolf's tail suddenly it ran up the tree ______ i saw it was a monkey i went back to bed ______ went to sleep

Example: I wasn't sleeping well because I was dreaming about ...

A Read Part 2 of the story and answer this question.

Which dangers did they discover underground?



We learnt from Baba that many of these underground cities date back 2,700 years. He told us, 'The rock, called "tufa" is very soft, so it's easy to dig tunnels and chambers. Some of the cities have as many as five different levels.'

'Like a department store,' I added.

After a few days we realized how lucky we were to be in our new home. The air was dry and cool. Fresh air flowed naturally through the tunnels and around the large round halls where we slept. At first, I did not realise that we were sharing our city with some dangerous creatures.

'Look out for scorpions,' said Baba. 'They can give you a nasty sting.'

One day, there was a storm above ground, and some water flooded down one of the tunnels. While we were escaping from the muddy water, I saw a thin stick-like thing moving through the water. It was about 90 centimetres long, with a black zig-zag pattern along its back.

'Don't go near it!' Mama cried. 'It's very poisonous!' That was my first, and thankfully my last, face-to-face meeting with an Ottoman viper.

B Post-reading: Are these sentences true T or false F? Look in the text.

1. The city was built from bricks and mud. ____
2. There were five chambers built in a long line. ____
3. The family slept together in one of the tunnels. ____
4. At first, the writer did not know that there were dangerous animals. ____
5. A river always flowed through one of the tunnels. ____
6. The writer enjoyed seeing the snake. ____

C Use your own words to complete the gapped summary.

People have lived in these underground caves ______. In these cities people could move along ______ and up and down ______. The caves were a very good place to live because ______. Baba was worried that ______ in the caves. Sometimes you can't see ______ if they are in muddy water. Mama saw the snake and realised that it ______.

D Further Internet search: Your teacher will give you instructions to find out information about climate change for your writing task.

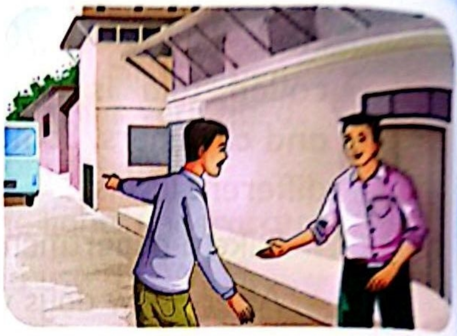
Unit 4

Send Me an Email

Vocabulary
Countries, nationalities; Languages

Grammar
Proper nouns

A **Before-reading:** Why do you write emails to your friends and family? Discuss with your class.



Read the dialogue and answer the question.

Are the two men from the same town?

Mr Burki is in a town in Nepal.

Mr Burki: Do you live here?

Man: No. I'm sorry, I don't.

Mr Burki: Oh. I'm looking for *an internet café*. I need to *send an email*.

Man: Ah! There's one close by. Do you see that *bus* at the *bus stop*? The *Internet café* is just *opposite* the *bus stop*. I'm going that way. I'll show you.

Mr Burki: Thank you very much.

Man: Where are you from?

Mr Burki: I'm from *Karachi*, Pakistan.

Man: Really? So am I! Which part of *Karachi* are you from?

Mr Burki: I live in *Clifton*.

Man: How funny! I once lived there too.

While-reading

Proper nouns or names (like Mr Burki, Karachi, Pakistan) begin with a capital letter. Common nouns (like cafe, truck, post office) do not begin with a capital letter. Underline six proper nouns on this page. Circle six common nouns.

B **Read the dialogue again and answer these questions.**

1. What kind of place is Mr Burki looking for?
2. Where is the man from?
3. Do Mr Burki and the man live in the same part of Karachi now?

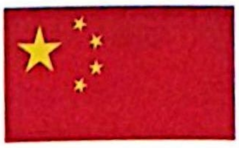
C **Practise the conversation. Use the words given below in place of the words in italics.**

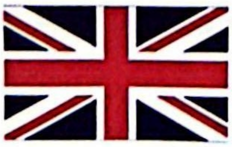
a post office send a parcel truck traffic lights post office
next to traffic lights Lahore Gulberg

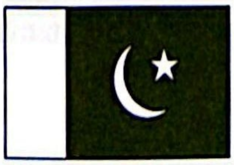
D **Listen to your teacher and write the countries' names in the blanks.**

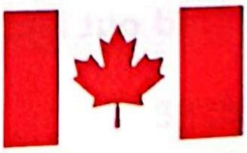
United Kingdom Pakistan Canada China

A. ____________ B. United Kingdom C. ____________ D. ____________









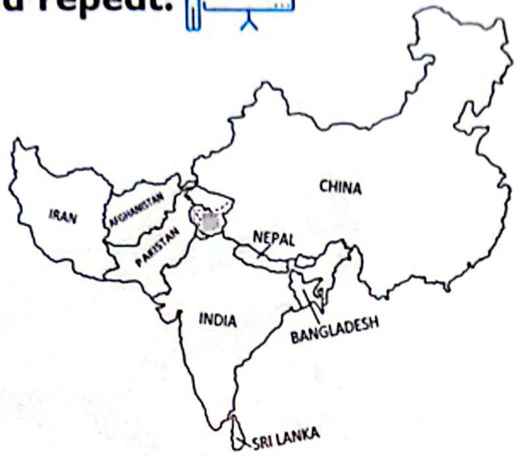
UNIT 4 Lesson 2 Words: Countries, nationalities, and languages

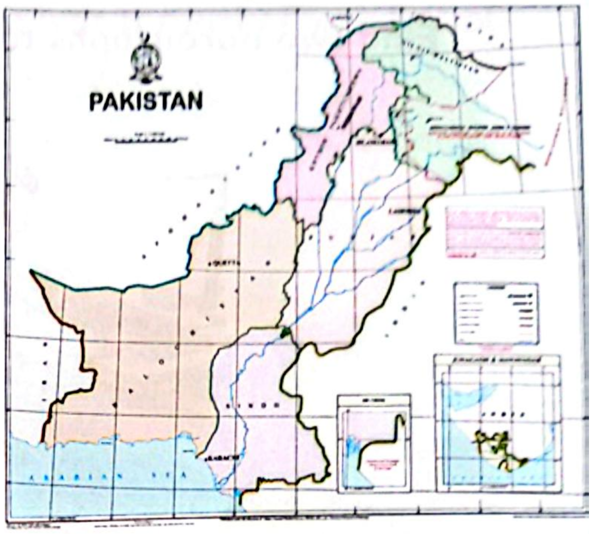
A **Listen to your teacher and point to the countries on the map.**

Then listen and repeat.

SCOTLAND
WALES
ENGLAND

Great Britain


IRAN
AFGHANISTAN
PAKISTAN
CHINA
NEPAL
INDIA
BANGLADESH
SRI LANKA



B **Ask and answer questions about these nationalities.**

Example: Where do Pakistani people live? In Pakistan.

 Pakistani	 Bangladeshi	 Afghani	 Sri Lankan
 Chinese	 Nepalese	 Iranian	 British

C **Ask and answer questions about these languages.**

Urdu Chinese Nepali Sindhi English Pashto

Example: Where do people speak Urdu? In Pakistan.

D **Spelling**

Copy the adjectives from Ex. B onto the correct lines.

-an Sri Lankan, ____________________

-ese ____________________

-ish ____________________

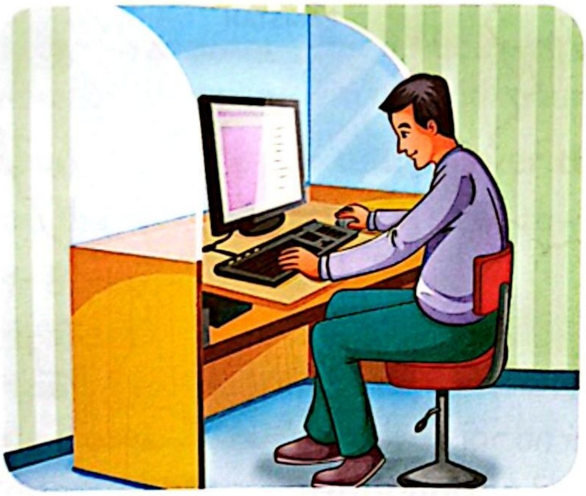
-i ____________________

An Email From Mr Burki

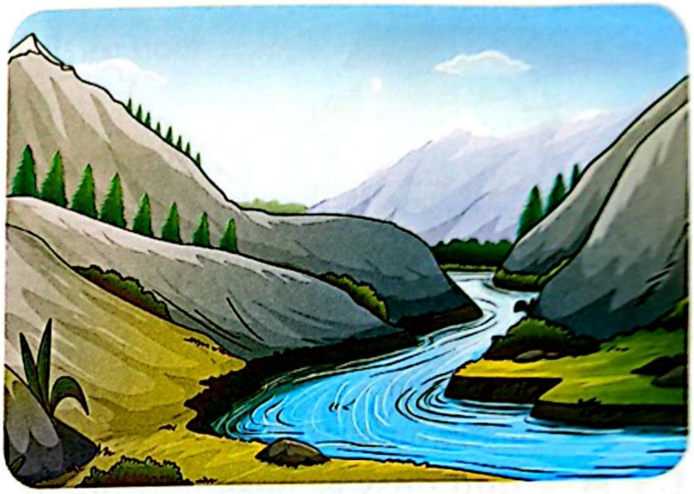
Personal email

A **Before-reading:** Name a city in your country which is a mountainous area.

Find two paragraphs to match Picture A and Picture B. 🔊



Picture A



Picture B

Dear Asma, Saira, Imran, and Nadia,

1 I hope you're all well. Today, I'm in the capital of Nepal, Kathmandu. It's a big city with buses, modern hotels, restaurants, and parks. In the older parts of the town **there are large temples built of wood.** I've just found an internet café from where I can email you.

2 Life in the mountains, where I'm working, is very different. There's no TV or radio. There aren't any roads or railways. The valleys are very steep, with rivers and forests. If you want to go somewhere, you must walk! (Bad luck, Saira!) **Mules carry loads on their backs into the mountains.**

3 People here speak Nepali. It's very different from Urdu. I can't understand Nepali and the people here can't understand Urdu; so we speak English.

4 In the mountains, people get up late in the morning because it's so cold. Then they cook some rice and dal. They work in the fields until 5 o'clock, when they come home. **The children fetch more water** and feed the goats and the hens. Aren't you lucky, you three? When it is dark, they cook the evening meal. Here in the mountains, they grow and eat a lot of potatoes. You'd like that, Nadia.

5 The local people are helping us to build the bridge. **They bring large stones for the bases.** When the bridge is finished, people can cross the river to the village on the other side. Before we built the bridge, they had to walk around the top of the river. The walk took two whole days.

6 We're doing this work during the dry season. In July, the monsoons will come and **the river beds will be full of water.** We can't build bridges during the rainy season.

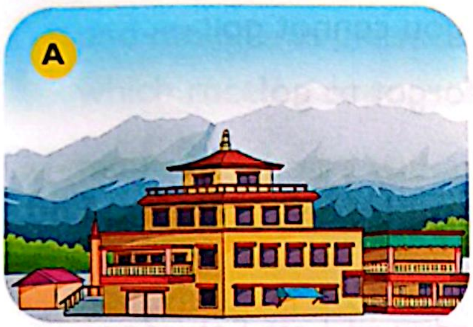
7 Last week, there was a festival at the temple in our village. People came from far away and stayed for two days. **There was a market** with lots of music too. I've got some great photos which I will attach to this email.

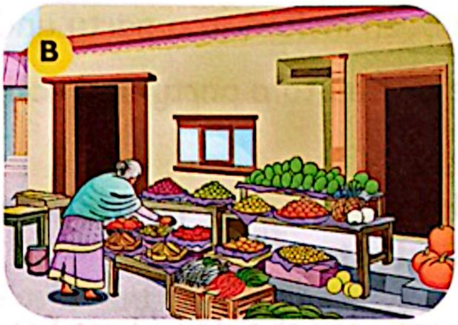
8 I'm getting very thin because I'm working so hard and because I'm walking so much. I miss you all.

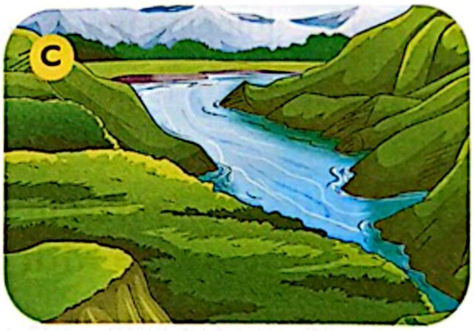
Love from,

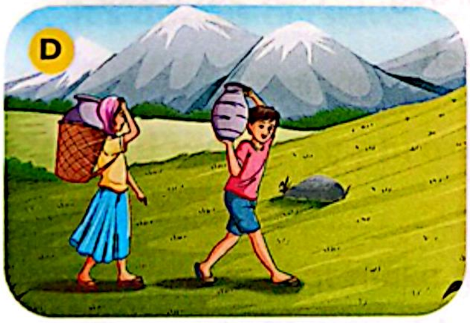
Baba

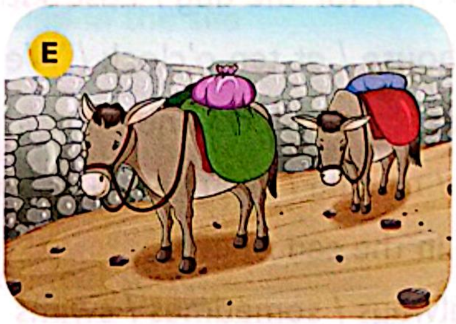
B Scanning: Find sentences in bold for these pictures (A–F).

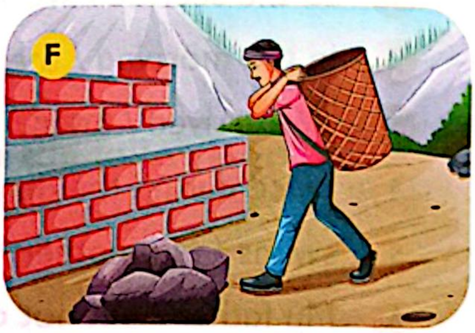












Example: A) There are large temples built of wood.

C Post-reading: Read the email again and answer these questions.

1 Where did Mr Burki write his email?

2 Can Mr B watch TV in the evenings in the mountains?

3 Why doesn't Mr B speak Urdu in Nepal?

4 Is it easier to build bridges in the dry season, or in the rainy season?

5 Will the walk between the two villages be longer or shorter in future?

6 Do you think that a) Saira likes walking? b) Nadia likes potatoes?

D Is life in Nepal the same as in your part of Pakistan? Is it different? Listen to your teacher's sentences and say Same or Different.

Example: 'They cook rice and dal.' 'The same.'

A **Talk politely. With a classmate, practise speaking politely in the two situations below.**

Use these words and phrases in the box to help you.

Remember to start and end your conversation with polite greetings.

I am so sorry thank you please
how nice of you to invite me excuse me hello
how are you? goodbye

1. Imagine you have been invited to a party and you cannot go.
2. Imagine you were invited to a party and you forgot to go!

B **Write the words in the right order to make complete sentences. End each sentence with a full stop.** 📝

1. to the seaside / we went / for the day / Last Saturday → *Last Saturday …*
2. in the morning / the house / at ten o'clock / We left
3. We arrived / later / at the seaside / one hour
4. twice during the day / usually / swims / My sister
5. swims / My mother / in the sea / never
6. My father / but not always / sometimes / swims
7. than / I eat / my sister / more fruit
8. than me / less / reads / My sister
9. more cola / My mother / than my father / drinks

C **What about you? Write a complete sentence to answer each question.** 📝

1. What do you usually have for breakfast? *I usually …*
2. What time did you go to bed last night? *Last night, I …*
3. Did you write the answer to Number 2 neatly or untidily? *I …*

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UNIT 4 Lesson 5 Reading: Maggie and Milly and Molly and May

Poem

A Read the poem aloud and match the first five verses to the five pictures.

maggie and milly and molly and may Picture D
went down to the beach (to play one day)

and maggie discovered a shell that sang Picture ___
so sweetly she couldn't remember her troubles, and

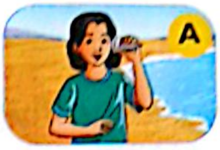
milly befriended a stranded star Picture ___
whose rays five languid fingers were;

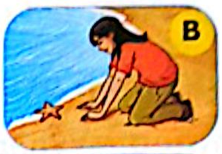
and molly was chased by a horrible thing Picture ___
which raced sideways while blowing bubbles: and

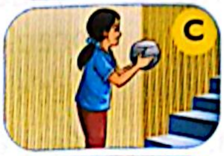
may came home with a smooth round stone Picture ___
as small as a world and as large as alone.

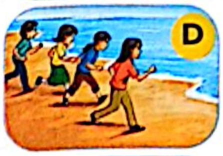
For whatever we lose (like a you or a me)
it's always ourselves we find in the sea

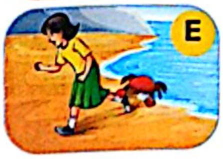
© e. e. cummings











B Find words or phrases in the poem that mean the following:

1. found ____________
2. things that make you feel sad ____________
3. made friends with ____________
4. when a fish is on the beach and can't get into the water, it is ____________
5. lines of light that come from the Sun ____________
6. moving very slowly ____________

C Recite the poem aloud. Underline similar sounds in each verse.

Example: maggie milly

D The American poet, e. e. cummings, used very little punctuation and no capital letters. Write the poem in your notebook with the normal punctuation and capitals.

E Discuss in a group how people living in other countries are different from us.

Unit 5

Animal News

UNIT 5 Lesson 1 Listen and Speak

Vocabulary
Animals;
Parts of animals

Grammar
genitive *'s / s'*;
suggestions (revisio

A **Before-reading:** Have you ever visited a zoo? What did you like about it?

Read then practise.

Mr Ahmed: What shall we do during spring break?

Sara: Let's go to the zoo.

Anum: Yes! One of the *tigers* has just had *cubs*.

Mrs Ahmed: That's a good idea. We could also take some *bananas* for the *elephants*.

Atif: No, Mum! You're not allowed to feed the animals.

Sara: Atif's right! It says on the website—here—that you can help the keepers feed some of the animals, like the giraffes and the penguins.

Mrs Ahmed: OK, my mistake, but what about us? Shall we take *some snacks* for ourselves?

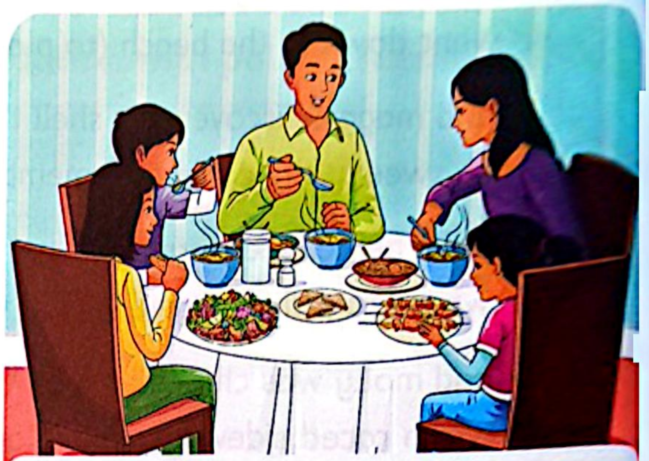
Mr Ahmed: Good idea. We can spend *the whole day* there.

Mrs Ahmed: What shall we do in the afternoon?

Mr Ahmed: Let's go *boating on the river*. We could go sailing, Atif.

Mrs Ahmed: You can go sailing if you want. I'll go canoeing with Anum.

Sara: I will bring my mobile. I want to take some photos, especially if you guys fall in!



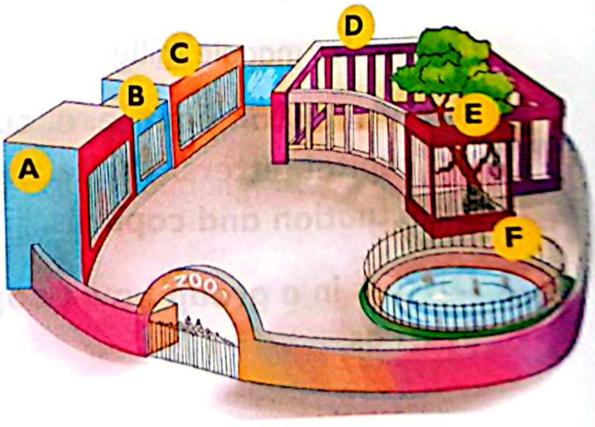
While-reading
What are the Ahmed family going to do during the spring break?

B **Read the dialogue again using your own words instead of the ones in italics.**

C **Which of the animals in Lesson 2 are not in the dialogue?**

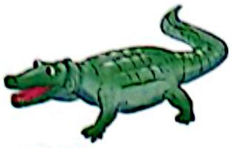
D **Listen to your teacher. A zoo keeper is explaining the zoo layout to a group of visitors.**

Copy the plan in your notebooks. Then listen to your teacher and write the animals' names on the right cages.

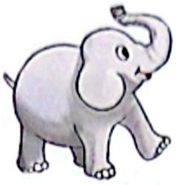


A **Listen, find, and point. Then listen and repeat.**

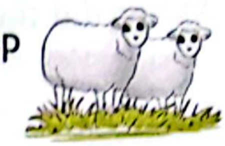
crocodile



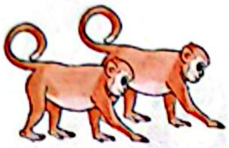
elephant



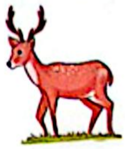
sheep



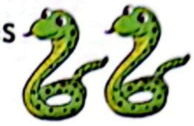
monkeys



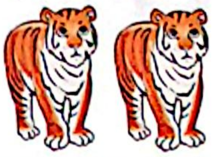
deer



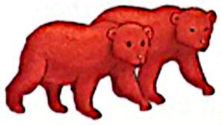
snakes



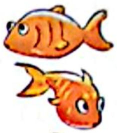
tigers



bears



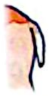
fish



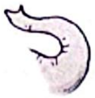
B **Which three words have the same singular and plural forms? Write them here.**

____

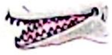
C **Match these pictures of body parts to the animals in Ex. A.**



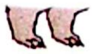
tail



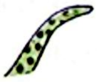
trunk



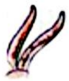
teeth



claws



spots



horns

D **Remember the rule!**

	YOU WRITE
the girl's home	**the girl + 's**
the boys' home	**the boys + '**
the men's / women's shoes	**the men + 's, the women + 's**
the children's school	**the children + 's**

E **Look at the pictures of the animals in Ex. A. Complete the sentences by using 's or s' correctly.**

1 Look at the tigers' stripes!
2 That's the ____________ trunk.
3 Count the ____________ spots!
4 The ____________ claws are sharp.
5 Look at the ____________ tails!
6 Look at the ____________ teeth!

F **A collective noun is a noun that refers to a group of people or things, e.g. the army of soldiers walked to the ship. 'Army' is the collective noun. Underline the collective noun in each sentence.**

1 The flock of geese are drinking water.
2 The herd of sheep is eating grass.
3 The pack of wolves is howling.

A **Skimming: Read the article fast to get an overview, then answer.** 🔊

What did the thief steal?

Watch out! There's a thief about!

Thursday, 12 September

People of the town are worried because they think there is a thief in their town.

Mr Rehman, who lives at Number 11, Sethi Street, said, 'On Monday evening, when I came back from work, I put my watch on the table next to the bedroom window. While I was in the shower, the watch disappeared. I couldn't find it anywhere.'

Mrs Haqqani, who lives at Number 20, explained, 'On Tuesday evening, I put my diamond necklace on the table in my bedroom, then I went to sleep. The next morning, it wasn't there any more!'

Miss Hashmi, who lives at Number 12, told us, 'On Wednesday evening after work, I left my car keys on the kitchen table, then I watched TV.

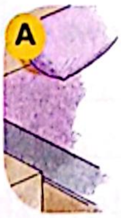
An hour later, the keys were gone! The funny thing is, the thief took the keys, but didn't take my car. I can't understand it!'

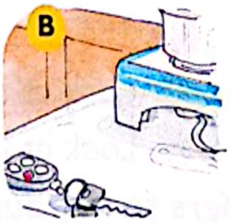
Nadia Ali, who is eleven-years-old, lives at Number 19 with her parents. She said, 'On Thursday, I came home from school. I took off my hairband and put it on the side-table in my bedroom. Then I went swimming. When I came home, my hairband was gone.'

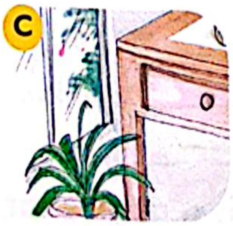
Everybody in Sethi Street is asking questions about the thief. Is it one person or is it a team? Does the thief steal things at night? Can the thief climb in through bedroom windows? Is the thief tall or short?

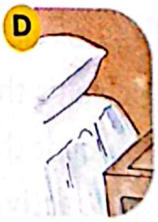
If anybody sees anything suspicious, they should call the police immediately on 764309.

B **Scanning: Find and circle phrases from the newspaper article to describe these pictures.**









____

____

Mr Rehman

____

C **Write the names of the people and their house numbers under the pictures in Ex. B.**

D **Retell the story in your own words.**

E **Skimming: Read the article fast and answer these questions.** 🔊

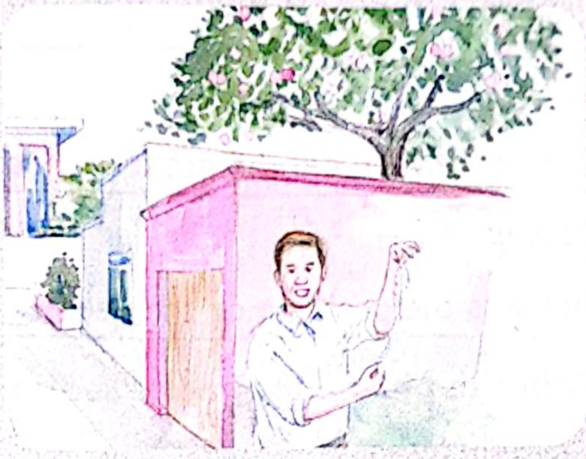
Who found the stolen things? Why can't the police catch the thief?

The Sethi Street thief is still around!

The people on Sethi Street have found the thief. But the police cannot catch him!

Hassan Khan told his story to our reporter. 'I was playing football near the empty house in Sethi Street with my friend, Abdul Mujeeb. We were using the door of the garage as our goal. Mujeeb kicked the football too high. It landed on the flat roof of the garage and a big magpie flew away. I climbed up the apple tree next to the garage and onto the roof to get the football. It was next to the magpie's nest. In the nest, there were two eggs and some other things, including a necklace and a watch.

I was very surprised, so I went and told my Dad. He came and collected the things from the nest. Then he called the police.'



A zookeeper explained to our reporter, 'Magpies love bright things. They often collect them for their nests.'

The police told our reporter, 'We have given all the things back, but people must be careful. They mustn't leave bright things next to open windows. The problem is, this is one thief we can't catch!'

F **Post-reading: Write the sentences in the correct order in your notebook.**

1. Hassan and Mujeeb played football. ___
2. Hassan climbed onto the garage roof. ___
3. The thief stole some things from the houses on Sethi Street. 1
4. Hassan found the lost things in the magpie's nest. ___
5. Mujeeb kicked the ball onto the garage roof. ___
6. The people told the police, 'There was a thief!' ___

G **Listen to your teacher and correct the mistakes.**

I was playing football in the empty house …
Wrong! I was playing football **near** the empty house …

H **Creativity: Imagine that the same story happened in your town. Tell the story in your own words.**

UNIT 5 Lesson 4 Sentences

A **Discuss with your classmate the story elements given below such as setting and characters of the story given. Write a short paragraph on a strange thing that happened in your life. Look at the chart below, it may help you to build an account of the experience.**

Setting: Where and when did the act take place?	*Characters:* Who were the people in the story?
Problem: What was the problem or the need?	*Solution:* How was the problem solved?

B **Join the phrases to make sentences.**

1 My father is	33 metres high.
2 Our garden is	2.5 metres deep.
3 The minaret is	1.80 metres tall.
4 The pool is	eight metres wide.

C **Put the words in order to make sentences or questions.**

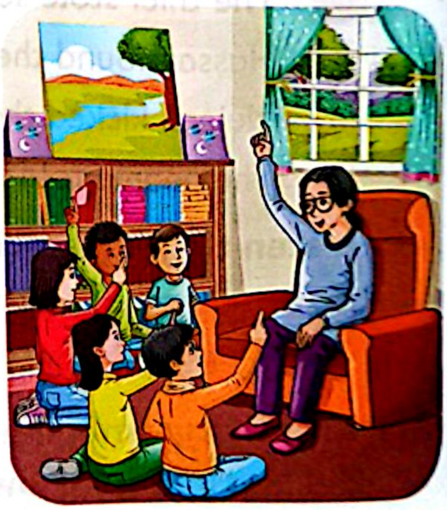
Example: How tall is the tallest giraffe?

1. tall / giraffe? / How / the tallest / is
2. The / high. / monkey-house / four metres / is
3. in the zoo? / How old / bear / the oldest / is
4. deep. / The / two metres / swimming pool / is
5. the / snake? / longest / is / How long
6. ten metres / is / The / long. / crocodiles' pool

D **Use these pronouns and possessives.**

my you your he his she her we our they their

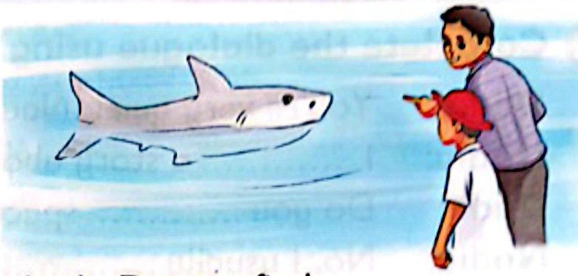
'I like singing,' said Mrs Qureshi. 'Raise your hands if ________ like singing too.' Four children raised ________ hands. Mrs Qureshi also raised ________ hand. Amir was still. ________ didn't raise ________ hand. 'But ________ like riding ________ cycle,' ________ said. The others all nodded. '________ like riding ________ cycles too.' ________ said.



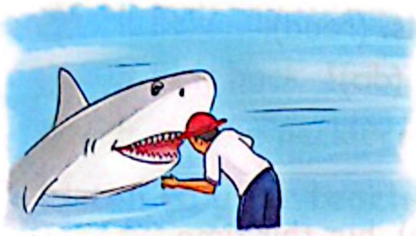
UNIT 5 Lesson 5 About the Teeth of Sharks

A Predict: Read the poem aloud and answer the question.

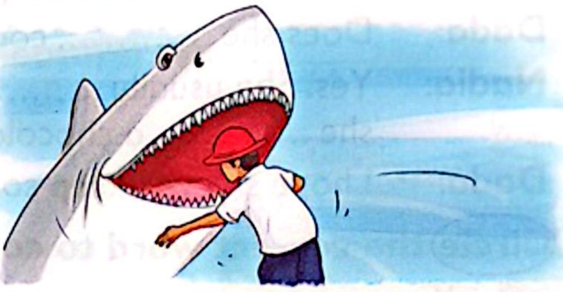
What happened to the poet's friend?



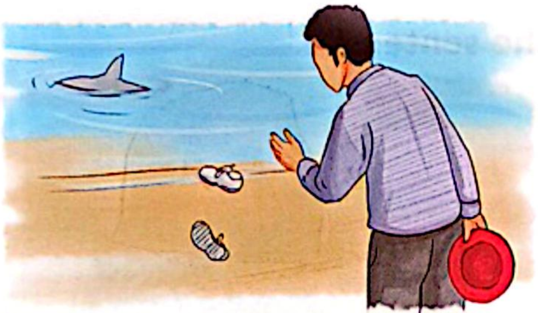
The thing about a shark is—teeth,
One row above, one row beneath.



Now take a close look. Do you find
It has another row behind?



Still closer—here, I'll hold your hat:
Has it a third row behind that?

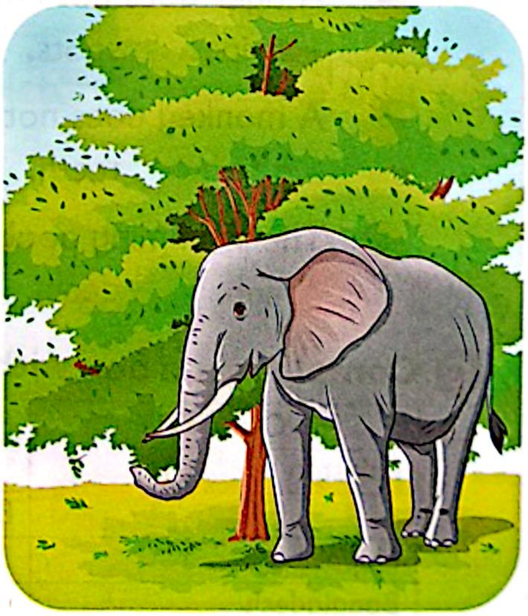


Now look in and … Look out! Oh my,
I'll never know now! Well, goodbye.

by John Ciardi

B Use these words to complete the story about the elephant.

body leg ears trunk tail tusks



Five blind women went to the zoo.
They wondered, 'What kind of an animal is an elephant?' So they went into its pen.
The first woman touched its ____________ and said, 'An elephant is like a tree.'
The second woman touched its ____________ and said, 'An elephant is like an old rope.'
The third woman touched its ____________ and said, 'An elephant is like a huge balloon.'
The fourth woman touched its ____________ and said, 'An elephant is like a drainpipe.'
The fifth woman touched its ____________ and ____________ and said, 'An elephant is like a boat with big sails and sharp deadly spears.'

C Write a similar story about one of the birds/animals in this unit. Draw a picture.

Unit 6

Revision

A Complete the dialogue using the right verb forms.

Dada: You're very quiet, Nadia. What *are you doing*? (do)
Nadia: I .... a story about space. (read)
Dada: Do you .... space adventures? (often read)
Nadia: No. I usually .... stories about animals. (read)
Dada: Is that Saira in the kitchen? What .... (do)?
Nadia: She .... a cake. (make)
Dada: Does she .... cooking? (enjoy)
Nadia: Yes. She usually .... fruit cakes (make), but this time she .... a chocolate cake. (make)
Dada: I hope she will keep some for me!

B Circle the correct word to complete the sentences.

1. You can see through ....
   glass. stone. steel.
2. You collect .... from a field.
   bricks straw sticks
3. A bridge joins two sides of a ....
   valley. village. mountain.
4. A tiger does not have ....
   stripes. spots. claws.
5. A monkey does not have ....
   a tail. teeth. horns.
6. The swimming pool is two metres ....
   high. deep. tall.

C Complete the box with the countries, nationalities, and languages.

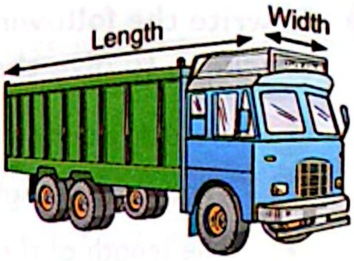
COUNTRY	NATIONALITY	LANGUAGE
Pakistan		
	British	
Nepal		
Bangladesh		
	Chinese	
Canada		
	Argentinian	

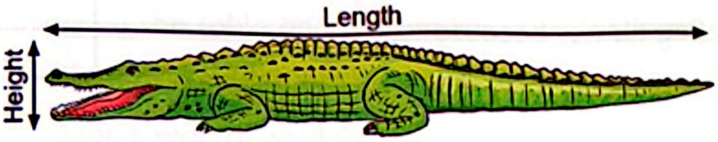
A Underline the correct preposition.

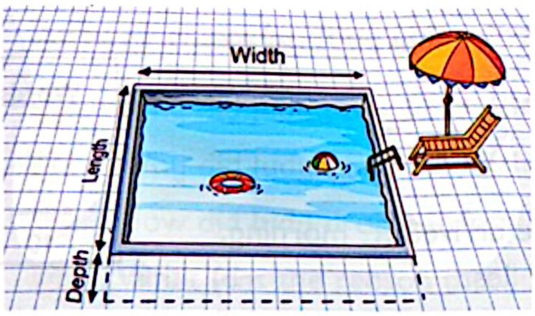
1. The magpie flew down/away Sethi Street.
2. It flew over/through the open window of Number 12.
3. It hopped into/onto the bedside table.
4. It picked up/in the necklace in its claws.
5. It flew up and down / out of the window.
6. It flew back in/to its nest.
7. It put the necklace in the nest, next to / above the gold watch.

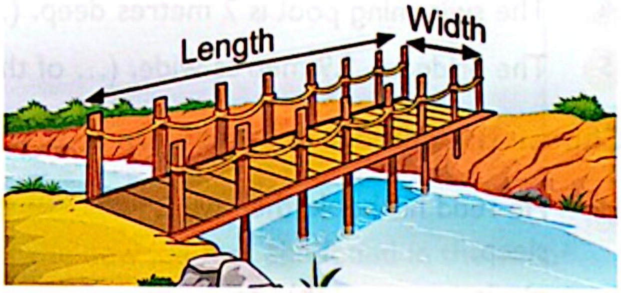
B Listen to your teacher and write the measurements.

Example: The crocodile is ____ metres long.









C Role-play: Make up a dialogue based on the pictures. Start like this:

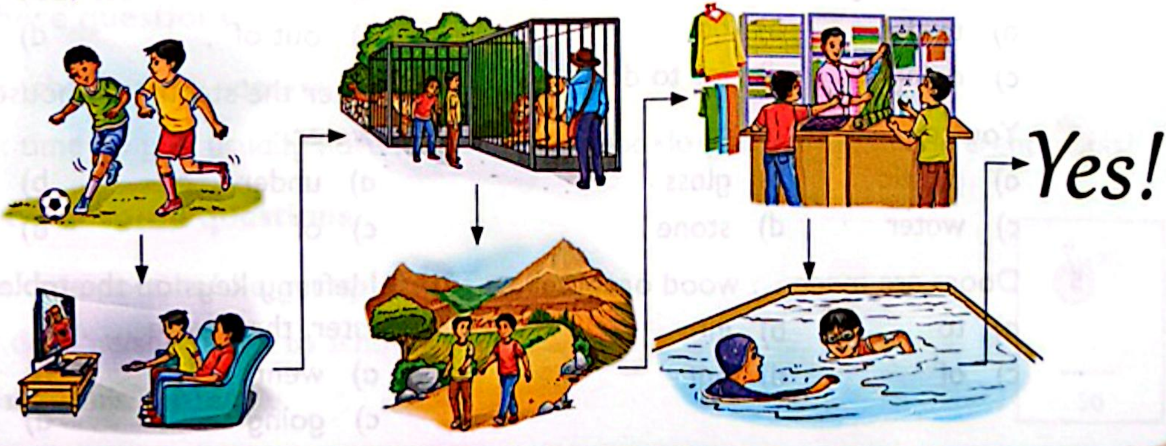
Mujeeb: Let's play football!

Hassan: No, I don't want to do that.
Shall we watch a DVD? *Let's … We could …*

Mujeeb: No, …

Mujeeb

Hassan



Unit 6

Test

Functions
____
10

A Write the missing parts of the dialogue.

Mr and Mrs B are talking about next weekend.

Mr B: Are you free on Saturday or (1) ______________ (go) work?
Mrs B: I'm free. (2) ______________ (go) the seaside?
Then the children can go swimming.
Mr B: What about lunch? The cafes by the seaside can get crowded.
Mr B: (3) ______________ (take) a picnic and plenty of cold drinks too.
Mr B: We (4) ______________ boating too.
Mr B: What time (5) ______________ (leave) ?
Mr B: If we leave early, we can park the car near the sea.

Sentences
____
10

B Rewrite the following sentences, using the word(s) in brackets, to give the same meaning.

1. He didn't eat anything. He was feeling ill. (… because …)
2. What is the height of the tower? (… high…?)
3. The length of the snake is 3.5 metres. (… long.)
4. The swimming pool is 2 metres deep. (… of the swimming pool …)
5. The bridge is 1.9 metres wide. (… of the bridge …)

Words
____
10

C Choose the correct answer from a, b, c, or d.

1. He read his book, then went … sleep.
   a) in b) to
   c) for d) into
2. Are you afraid … sharks?
   a) for b) with
   c) over d) of
3. I need … my homework this evening.
   a) to do b) do
   c) doing d) for to do
4. You can't see through … .
   a) plastic b) glass
   c) water d) stone
5. Doors are made … wood or metal.
   a) to b) into
   c) of d) out
6. She arrived … morning.
   a) last b) this
   c) next d) past
7. 'I'm leaving now,' she … .
   a) said b) spoke
   c) asked d) told
8. The bird flew … the open window.
   a) out b) away
   c) out of d) up and down
9. After the storm, the house was full … water.
   a) under b) with
   c) of d) for
10. I left my keys on the table. 10 minutes later, they were … .
    a) went b) been
    c) going d) gone

D Read the text and answer the questions in full sentences.

Judy's Accident

I spent yesterday alone at the Streets' house because the family was out for the day. At midday, I cooked some lunch for myself. It was a hot day, so I opened the window. At that moment, a cat jumped in. I was so surprised that I dropped my plate of food on the floor. By accident, I also knocked the table. A large green jug with flowers in it that was on the table fell onto the floor and broke.

I quickly cleared up the broken pieces, put them in the bin and washed the floor. There was no lunch for me that day! I walked to the bus stop and took a bus into town. I went to many shops because I was looking for the same green jug. In the last shop I found one! It looked exactly the same as the one at the Streets' house. It was quite expensive, but I bought it. Then I went back on the bus. I was hungry, because I hadn't had any lunch.

This morning I was with Mrs Street in the kitchen, but I didn't say anything about the new jug. Then the same thing happened! The cat jumped through the open window, Mrs Street knocked the table and the jug fell onto the floor and broke.

'Oh no!' I said. 'I am sorry. Your nice green jug is broken.'

'Don't worry,' said Mrs Street. 'It was a present from my aunt. I didn't like it at all.'

Answer these questions.

Reading
___
10

1. Why did Judy cook lunch for herself?
2. Why did Judy open the kitchen window?
3. How did Judy drop her food and break the jug?
4. What was the reason that Judy bought the new jug that she found in the shop?
5. What were Mrs Smith's feeling about the broken jug?

E Write an email to an e-pal about your family.

Writing
___
10

1. Start and end the email in the usual way.
2. Write about your family, their names and ages.

Answer these questions.

3. What jobs do your parents do?
4. What time do you usually have meals? What food do you eat for the different meals?

Ask your e-pal some questions.

Total
___
50

5. What time does he/she get up and go to bed?
6. How does he/she travel to school?
7. Ask about his/her family.

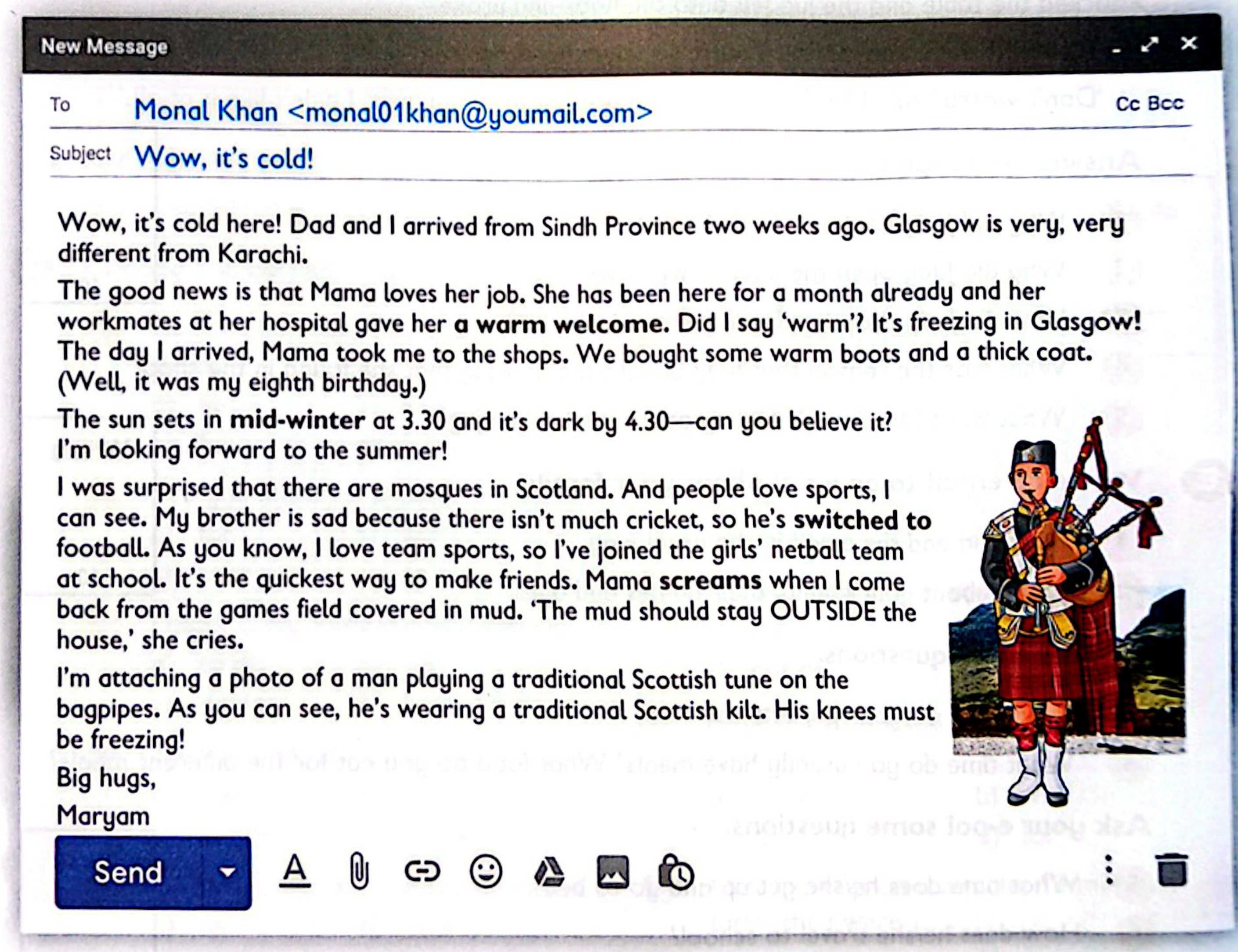
Reading

Personal emails

A Post-Reading: Read the two texts. Write the information about the two writers in your notebooks in a table like the one below.

	A	B
Name	Maryam	
Age		
Moved from …		
Moved to …		
Likes (sports)		

A.



To: Monal Khan <monal01khan@youmail.com>

Subject: Wow, it's cold!

Wow, it's cold here! Dad and I arrived from Sindh Province two weeks ago. Glasgow is very, very different from Karachi.

The good news is that Mama loves her job. She has been here for a month already and her workmates at her hospital gave her **a warm welcome.** Did I say 'warm'? It's freezing in Glasgow! The day I arrived, Mama took me to the shops. We bought some warm boots and a thick coat. (Well, it was my eighth birthday.)

The sun sets in **mid-winter** at 3.30 and it's dark by 4.30—can you believe it? I'm looking forward to the summer!

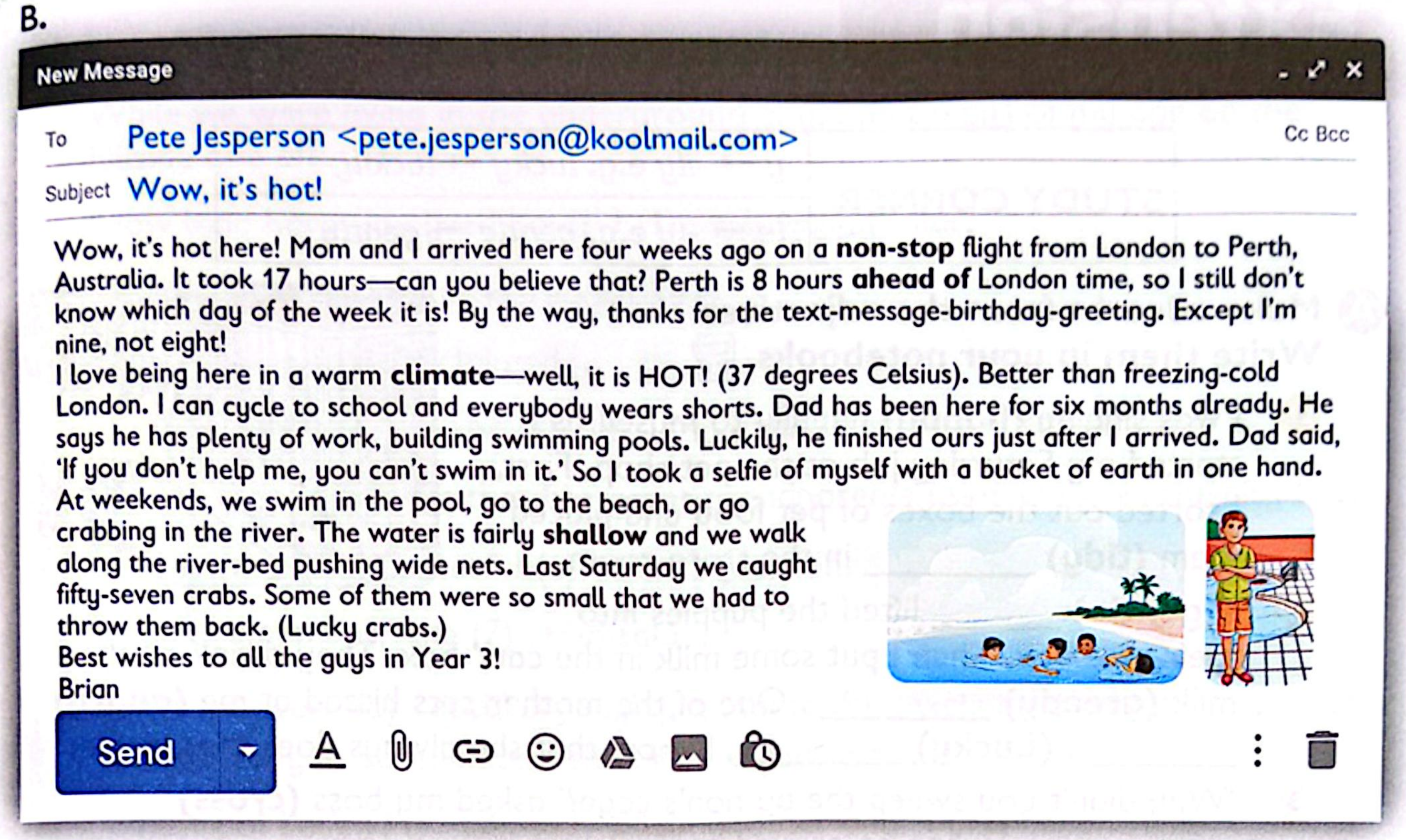
I was surprised that there are mosques in Scotland. And people love sports, I can see. My brother is sad because there isn't much cricket, so he's **switched to** football. As you know, I love team sports, so I've joined the girls' netball team at school. It's the quickest way to make friends. Mama **screams** when I come back from the games field covered in mud. 'The mud should stay OUTSIDE the house,' she cries.

I'm attaching a photo of a man playing a traditional Scottish tune on the bagpipes. As you can see, he's wearing a traditional Scottish kilt. His knees must be freezing!

Big hugs,

Maryam

B.



To Pete Jesperson <pete.jesperson@koolmail.com>

Subject Wow, it's hot!

Wow, it's hot here! Mom and I arrived here four weeks ago on a **non-stop** flight from London to Perth, Australia. It took 17 hours—can you believe that? Perth is 8 hours **ahead of** London time, so I still don't know which day of the week it is! By the way, thanks for the text-message-birthday-greeting. Except I'm nine, not eight!

I love being here in a warm **climate**—well, it is HOT! (37 degrees Celsius). Better than freezing-cold London. I can cycle to school and everybody wears shorts. Dad has been here for six months already. He says he has plenty of work, building swimming pools. Luckily, he finished ours just after I arrived. Dad said, 'If you don't help me, you can't swim in it.' So I took a selfie of myself with a bucket of earth in one hand. At weekends, we swim in the pool, go to the beach, or go crabbing in the river. The water is fairly **shallow** and we walk along the river-bed pushing wide nets. Last Saturday we caught fifty-seven crabs. Some of them were so small that we had to throw them back. (Lucky crabs.)

Best wishes to all the guys in Year 3!

Brian

Ⓑ Post-reading: Read the emails to find answers to these questions.

Which writer – Maryam or Brian –

1. has a swimming pool in the garden? Brian
2. brings mud into the house?
3. has a brother who plays football?
4. finds the climate colder than expected?
5. finds the climate hotter than expected?

Ⓒ Find phrases in the emails that mean the same as the following.

A. 1. the middle of winter
mid-winter
2. shouts loudly
3. a friendly welcome
4. changed to

B. 5. a photo that you take of yourself
a selfie
6. the weather in a particular place
7. not deep
8. earlier than
9. without stopping

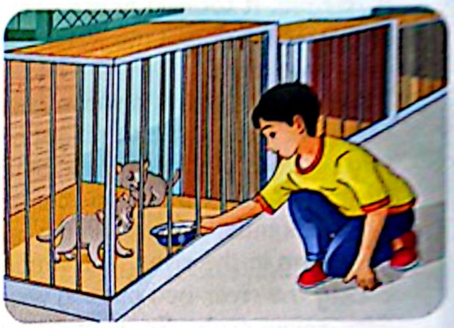
Ⓓ Write a paragraph about arriving in a new country.

Invent some unusual details. Your classmates must guess who wrote it, so do not write the names of yourself or any of your family.

Extension

STUDY CORNER	-y → -ily e.g. *lucky* → *luckily*
	-le → -ly e.g. *gentle* → *gently*

A Make adverbs from the adjectives. Write them in your notebooks.



① I was singing **(happy)** happily to myself as I started my Saturday job at the pet shop. First, I sorted out the boxes of pet food and placed them **(tidy)** ________ in the store-room.

② I **(gentle)** ______ lifted the puppies into their new box. Then I put some milk in the cats' box. They drank all the milk **(greedy)** ________ . One of the mother cats hissed at me **(angry)** _______ . **(Lucky)** ________, I know that she always does that to me.

③ 'Why didn't you sweep the python's cage?' asked my boss **(cross)** ___________ when he arrived at work.

④ 'I **(simple)** ________ didn't have enough time. I can **(easy)** ________ do it after lunch.'

B Punctuation: Write the sentences in your notebook, with commas and full stops in the correct places.

Example: My aunt has worked in Nepal , Sudan , and Egypt .

① She speaks three languages: English Urdu and Arabic

② My friend Nabila plays badminton tennis and basketball

③ Elephants horses mules donkeys and camels all carry goods on their backs but cows don't

④ My uncle speaks Chinese Malay and Punjabi but he doesn't speak Nepali or Russian

⑤ I have four grandparents four aunts three uncles two brothers two sisters and one parrot

C These homophones sound the same, but have different spellings and meanings. Write interesting sentences with them.

① here / hear
② there / their / they're
③ be / bee
④ see / sea
⑤ to / too / two

Example: Here is my garden. Can you hear a bird singing.

A **Read the conversation and underline the correct verbs.**

While we were living in the underground city, I met a girl of my age on the hillside one afternoon.

'How long have you lived here?' I (1) told/asked her.

'All my life,' she (2) answered/spoke .

'Really?' I (3) told/exclaimed .

'That's right,' she (4) spoke/said . 'My family have always lived here.'

She (5) told/said me that her great-grandparents used to live in the city too.

'How long ago was that?' I (6) asked/questioned .

'I can't remember,' she (7) told/said .

While we were (8) speaking/saying , Mama (9) exclaimed/called me. 'Supper will be ready in ten minutes,' she (10) asked/said .

'I must go! Let's (11) talk/say again another day,' I (12) spoke/said .

B **Write the sentences with the correct punctuation, apostrophes, and capital letters in your notebook.**

1. once western australia had no sharks but now they re regular visitors
   Once, Western Australia had no sharks, but now they're regular visitors.
2. the lifeguards put up red flags whenever there are sharks near the beaches
3. that s one rule about swimming that I ll obey
4. lifeguards give lots of other safety advice
5. for example they say don t swim alone as it s better to swim close to other people
6. also don t swim late at night when sharks are most active
7. finally don t enter the water if you re bleeding as sharks can smell BLOOD

C **Use the suffix -est after these adjectives, or write most in front of them.**

1. The black spider monkey has the [long] longest tail in South America.
2. The black mamba is the [poisonous] ______ snake in Africa.
3. The piranha is a fish with the [sharp] ______ teeth in South America.
4. The salt-water crocodile is the [dangerous] ______ reptile in Australia.
5. The elephant is the [heavy] ______ mammal in Africa.

Unit 7

Food and Drink

Vocabulary
Unit nouns

Grammar
Will for offering, accepting, & refusing; questions with *usually*

A **Before-reading:** Do you visit your relatives often? Who do you visit the most?

Read the dialogue.

Auntie Sophie: Thank you for driving me home. Will you come in for lunch?

Friend: Thank you! I think I will.

Sophie *(Later)*: Will you stay for a cup of tea?

Friend: Well I shouldn't, but I will.

Sophie *(Later)*: Will you have another piece of cake?

Friend: Well, it IS very good. Perhaps I'll have just one more.

Sophie *(Later)*: Will you stay for supper?

Friend: No, I won't, thank you.

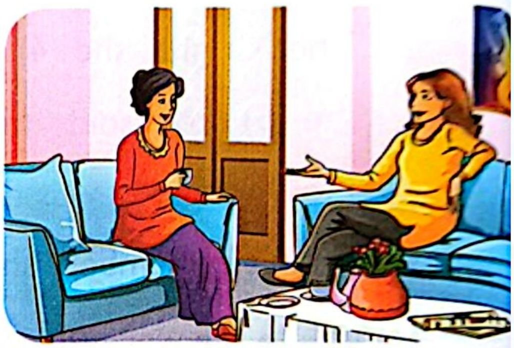
Sophie: Good, er, I mean, OK. You must come again.

Friend: Yes, I'd love that.

Later.

Uncle Steve: Sophie! There isn't any cake in the tin, and there aren't any biscuits either.

Sophie: I'm sorry. My friend stayed for lunch, then tea, and she nearly stayed for supper!



While-reading
Auntie Sophie and Uncle Steve live near the Bate family in Aston. Who is visiting whom today?

B **Read again and answer the questions.**

1. What did Auntie Sophie offer to her friend?
2. What did Auntie Sophie's friend accept?
3. What did Auntie Sophie's friend refuse?
4. What food do you think the friend finished?

C **Pronunciation game Yummy! or Yuk!**
Offer some food to your partner.

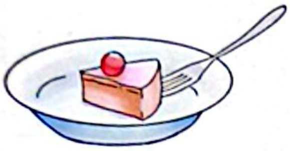
Example: A: Will you have some snake?
B: Some snake? Oh no! Yuk!

A: Will you have some cake?
B: Yes, please. Yummy!

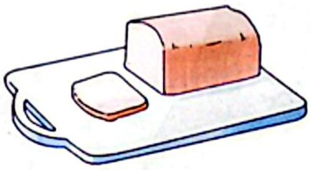
some cake / snake; a bun / bug;
some ice cream / face cream
some soup / soap; some chips / bricks

A Write sentences about the pictures.

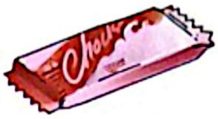
Example: A piece of cake.



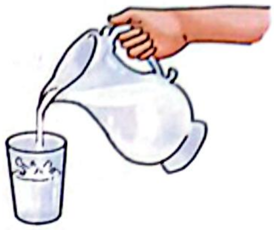
a piece



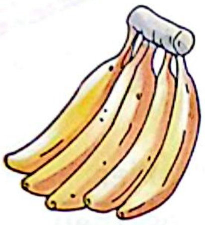
a slice



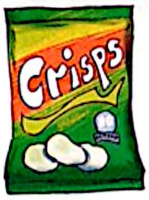
a bar



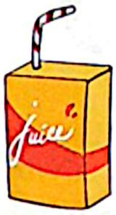
a jug



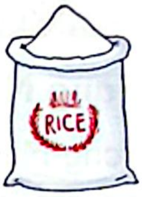
a bunch



a packet



a pack



a sack

B Activity: Play the game: *I went shopping.*

Student 1: *I went shopping and I bought a pack of juice.*

Student 2: *I went shopping and I bought a pack of juice and a packet of crisps.*

Student 3: *I went shopping and I bought a pack of juice, a packet of crisps, and a bunch of bananas.*

C Write the plural nouns on the correct lines.

water
countries
boxes
glasses
cherries
cakes
fruit
bunches
bananas
rice

No plural fruit

word + -s

word + -es

word -y → -ies

D What did Auntie Sophie buy? Listen to your teacher and write the answers in your notebook.

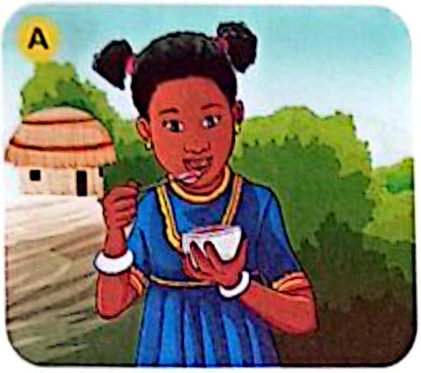
bananas

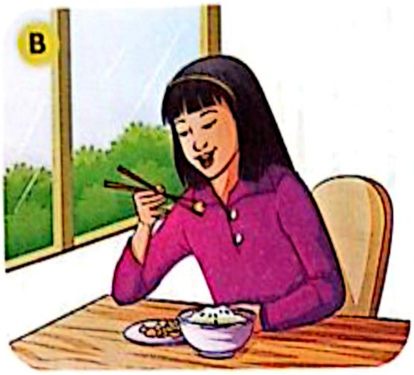
candy bars

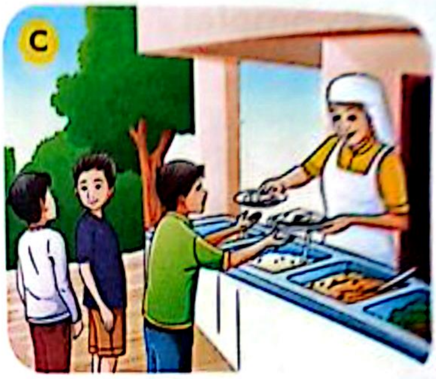
chocolates

crisps

A **Match the pictures to the sections.**







1 Fang Ming

Fang Ming lives in a big town in China. She has no brothers or sisters. Her parents run a food shop where they sell fruit, vegetables, and groceries; they both work long hours. The family always has rice and vegetables at lunch and supper, which they eat with chopsticks. Sometimes they eat meat, chicken, or fish. They always drink green tea, without milk or sugar, with their food.

Fang Ming told our reporter, 'I take a banana to school with me every day. I don't like cola and I never drink it. Best of all is when we celebrate the Chinese New Year. We make new clothes and the entire family gets together. We have special meals with maybe fourteen different dishes. They take a very long time to prepare. My favourite food is ice cream but I don't like candy.'

2 Bruno

Bruno lives in France with his four brothers and sisters. His mother has to do a lot of cooking to feed such a big family. When she goes shopping, she buys a whole crate of potatoes, along with many other things. Bruno told our reporter, 'Mum sometimes cooks us pancakes with cherry jam. They're hot and sweet and very good.'

The family eats a lot of bread, cheese, eggs, meat, fish, and chicken. Bruno has a cooked lunch at school five days a week. 'It's usually very good. I like fried potatoes. Sadly, we don't have them every day.'

Every Sunday, they have a special lunch at home with all the family and the grandparents. Bruno told us, 'Sometimes we have smoked fish, but I don't like that very much. Best of all are the cream cakes at the end of the meal.'

3 Gwi

Gwi and her younger sister live with their parents in the Kalahari Desert in southern Africa. They live in a small hut made from wood. They are called 'Bushmen'.

The bushmen travel around the desert and hunt deer. They cut the meat into thin strips and hang them in the sun to dry. The entire family helps to gather fruit and nuts in the desert. They also dig up the roots of plants and boil them. Gwi is learning which plants are good to eat.

Gwi spoke to our reporter through an interpreter. 'I like the wild berries that we gather after the rains. Sometimes in the dry season there is very little to eat. Then we eat the fruit of a prickly cactus plant. It is like magic, because it stops us from feeling hungry!'

B Post-reading: Answer the questions.

1 **Who:**

a) eats dried meat?
b) collects fruit?
c) has lunch at school?
d) doesn't have any brothers or sisters?
e) likes sweet things?
f) doesn't like sweet drinks?

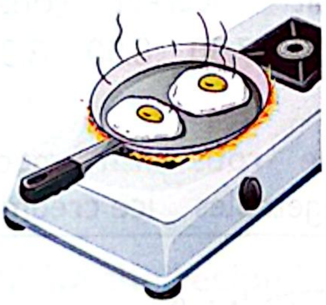
2 When do the three families have their best meals?

3 Which family eats a) the most potatoes? b) the most rice? c) the most dried meat?

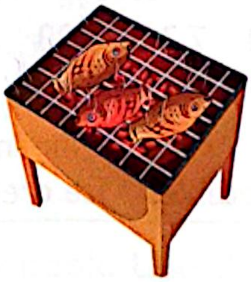
4 Which family is sometimes hungry? When?

5 Which family would you like to stay with? Why?

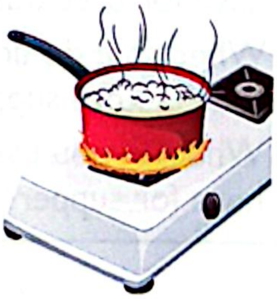
C Vocabulary



fried



grilled



boiled

Which foods in this exercise can you fry, grill, or boil?

Examples: You can boil eggs, and you can fry them.
But you can't grill them.

Do you like or dislike these foods? Discuss with the class.

meat fish vegetables fruit eggs water milk bread rice dal tomatoes

D Discussion: What about you? Talk about the foods in the texts in Ex. A.

Examples: I'd like to try the magic cactus fruit.
I wouldn't try the green tea.

UNIT 7 Lesson 4 Sentences

A **Use *wh*- words given in the table to make questions. You can also use usually in your sentences.**

Example: When do you usually go to school?

When How What Where	do you	get up? have for breakfast? go to school? have lunch? do on Saturdays?

B **Now ask your friend the questions that you made in Ex. A.**

Example: What do you usually do on Saturdays?
I usually go swimming.

C **Answer these survey questions for you. (Circle)**

	YOU	**YOUR PARTNER**
① What time do you usually have breakfast?	6.30 7.00 7.30 8.00	6.30 7.00 7.30 8.00
② What do you usually have for breakfast?	bread jam milk fruit cereal rotis	bread jam milk fruit cereal rotis
③ What time do you usually have supper?	7.00 7.30 8.00 8.30	7.00 7.30 8.00 8.30
④ What do you usually have for supper?	rice rotis fish meat vegetables ice cream	rice rotis fish meat vegetables ice cream

D **Now ask your friend the survey questions and circle his/her answers.**

E **Write 4–6 sentences about your partner's answers.**

Example: Imran usually has breakfast at 7.00. He usually has a glass of milk, some bread with jam, and a piece of fruit.
He usually has supper at 7.30. He sometimes eats fish and rice. At other times he eats vegetables and rice. He often has ice cream.

PUZZLE CORNER **Which animal is speaking?**

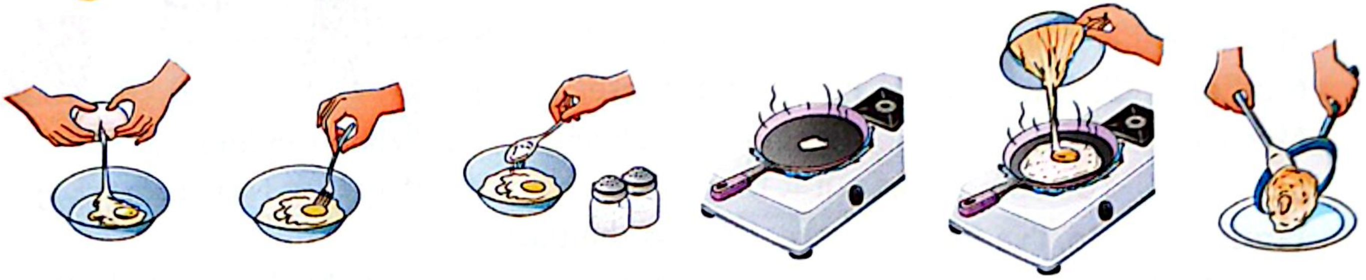
'For breakfast, I usually eat a few small trees.
For lunch, I sometimes eat the top of a mango tree and 100 mangoes.
For supper, I usually eat 12 small bushes and I usually drink 80 litres of water.'

UNIT 7 Lesson 5 Reading: Recipe for an omelette

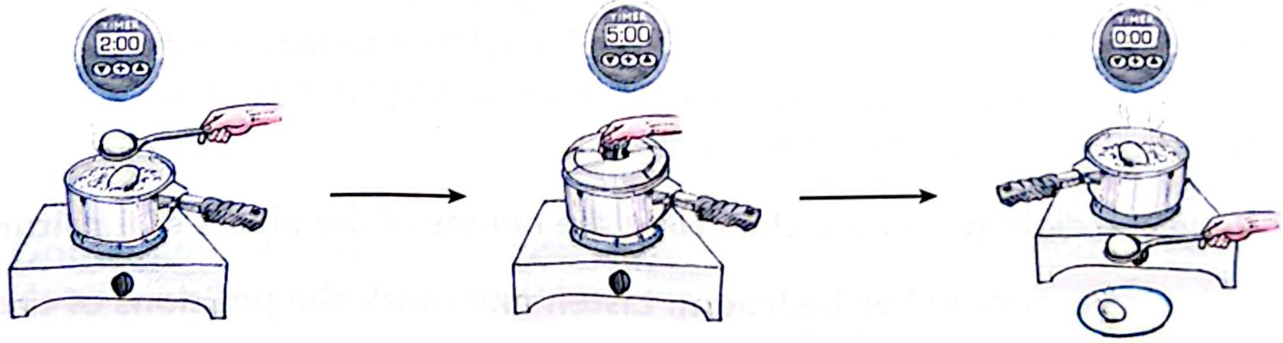
A **Write the method for making an omelette using the steps given below. Write it using sequence markers like next, then, finally, etc.**

Example: First break two eggs … Next … Then … Finally …

1. Add a little salt and pepper to the mixture.
2. Pour in the egg mixture and cook it.
3. Break two eggs into a bowl.
4. Slide the omelette onto a plate and eat it!
5. Put a little oil in the pan and heat it.
6. Beat the eggs with a fork.



B **Look at the pictures and give instructions for cooking hard-boiled eggs.**



C **Write the recipe in your notebook. Use the guide words.**

1. boil / water / in / pan → Boil water in the pan.
2. put / eggs / in / boiling water
3. boil / eggs / two minutes
4. leave / eggs / in / boiling water / five minutes
5. take / out / eggs
6. peel / eggs / eat / with / bread and butter